

"THE CROWNING OF THORNS."

[See pages 51 to 53.]

Language Manual,

PART II., SECTION II.,

CONTAINING

EXTENSIVE RULES

IN

ORTHOGRAPHY, ETYMOLOGY

AND

SYNTAX.

VARIOUS EXAMPLES IN EACH OF THESE DEPARTMENTS.

RULES FOR PUNCTUATION FROM VARIOUS SOURCES;

PRINCIPLES OF PRONUNCIATION FROM WEBSTER;

LETTERS OF THREE GRADES AND RULES FROM

SAME. THIRTY ILLUSTRATIONS FOR COM
POSITIONS AND NEARLY TWO HUN
DRED QUESTIONS FOR REVIEWS.

ARRANGED BY

SISTERS OF ST. JOSEPH,
MOTHER HOUSE, CARONDELET, MO.

"The study of WORDS is the study of Philosophy."

51 to 53.]



"CHRIST WALKING UPON THE SEA."

[See page 66.]

PREFACE TO PART II., SECTION II.

Having disposed of our first issue or edition of the Language Manual, and knowing its advantages and disadvantages to teacher and pupil, we found that we needed Part I. This need was supplied just as our first edition of the other book had run out. The Teacher's Edition was still waiting to be bound, but Part I, suggested many new things for Part II. In the former, we account for the part of the word known as the "family name," and then add the letters necessary for the new word. Advancing in our words we have dissyllables, trissyllables, polysyllables, and so on. These words must be analyzed into syllables: the syllables into sounds; and then the meaning of a word as a whole must be given. We are advised not to pay much attention to the meaning of the parts, as they often differ widely from the whole; but we see that children in Liverpool, Dublin and London are using language books that introduce exercises in Etymology into the Third Grade, and to make our system complete, we find that we must take some step in the same direction. Bright calls for vowels, consonants, prefixes, suffixes, roots. Our School Manual gives us this grammar to direct us, hence the result. He hints, we must work.

Many of our best and most experienced teachers are in favor of dispensing with a Speller as a text-book until the Fifth Grade, when they believe pupils are to take up the "Scholars' Companion" or some such Etymology. Others think a Speller indispensable. The former being more numerous, we have arranged our selection for them. They think that our method of teaching Language should satisfy all the spelling that children in the lower grades can attempt.

We have Object Lessons and Science Lessons, which must be taught from the Board as dictation exercises; pupils copy them all; in doing so they spell. Letters must be copied and written from imagination or necessity; this is spelling. Catechism, Reading, Geography,—must be written almost daily. What is this? Stories are called for, outlines, autobiographies, history: again this is spelling. Pictures must be described, trees, flowers and so on: spelling again.

Now in order that oral work in this branch be not entirely laid aside, and that at the same time it may be taught intelligently, going from the whole to the parts, we selected some words from the "Scholars' Companion," as also from some Language Manuals published "across the sea." From these we arranged very profitable exercises for the spelling of Third and Fourth Grades.

The present section it will be seen allows sixteen Topics for each year and twelve lessons for each topic, thus giving for each quarter forty-eight lessons. This gives about one lesson each school day. Besides the matter called for in these lessons, the teacher must be

lee page 66.]

directed by her guide to Section II., and the order of work or guide to the pupil. Both of these refer to our first book or Section I.

The two parts in one book may for a while be a little awkward, but

it is a feature that we cannot now avoid.

The Science Lesson can be taught to the pupil only by dictation, and for many reasons this is by far the best way. The questions appear on the board one day, and are copied; the answers follow the day after. Subjects are selected in the same way from Sheldon for Object Lessons and copied by the pupil, to be accounted for when the teacher finds time. We might have given some exercises in this book, but it would only needlessly multiply pages.

The Analysis of Words; words placed in little squares for the diacritical marking; Rules for Pronunciation and Capitals, through the thirty-ninth principle of Pronunciation. The Complete Parsing Exercises; the selection from various sciences, such as Reading, Dictation exercises, Catechism and so on; the subordinate elements, so as to have the pupils familiar with them all. This is more than enough to keep the pupils of this grade occupied. The Seventh Grade will find their work in an arrangement made elsewhere. The use of Synonyms is very desirable, and should be given in each grade as Bright calls for them. If two were taken each week even, the children would know at least that there were such things, and when in the Seventh Grade they are taken up as a study with other branches, they will not be entirely strange.

Finding that the description letters are too much for the imitation of children of Fifth Grade, and that those in the higher grades do not care to descend to work marked two or three years below them, we have taken the cuts, the outlines of composition, the examples of style, the additional synonyms given in Teacher's Edition, together with a list of Review questions, so that they will form the basis of their examinations, then those who are able to do such letter-writing as we have in Fifth Grade will or must attempt it. Thus this part of the Letter-Writer will do work that it has thus far slighted. This present part is then for Third, Fourth, Fifth and Sixth Grades.

Many may say that this book does not "supply a need." Perhaps not, to those who are not following our School Manual, but to those who are, which, among the many books on Language, that are now in the market, gives the pupil any idea of what is called for by O. T. Bright?

Gould we have succeeded with the Hand-Book, the following pages would never have appeared. May He, whose heart is filled with love for the little ones, bless this book for their benefit, and may the sweet, tender Mother of Nazareth, do for this attempt in her honor all that will make it useful and interesting to our devoted little pupils.

Mother House, Carondelet, Dec. 8, 1889.



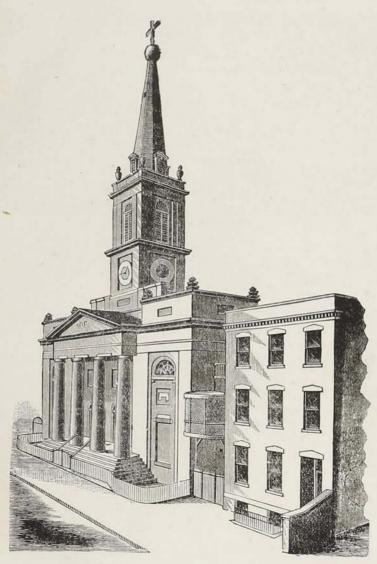
WHAT ETHEL FOUND IN HER STOCKING.

[See page 66.]



HOW GRANDMA WAS SURPRISED.

[See page 54.] 1



The Old Cathedral, St. Louis.

page 54.]



The Little Missionary.

REVISED EDITION OF LANGUAGE MANUAL

-FOR-

THIRD, FOURTH, FIFTH AND SIXTH GRADES.

First Edition remains unchanged and follows this. It is to be used in connection with this, as directed by "Guide."

THIRD GRADE

Pupils have now reviewed First and Second Grades—what is in Part I., as well as the pages of this book. In addition to this they have gone through seven topics of Third Grade, to become well initiated in the work before they are required to begin their Blank-Book exercise. This we give below, and that we need not interfere with the outline, the questions will end each topic.

Bright, in his Hand-Book, gives about five topics in each year or grade. We will give sixteen, thus allowing four topics to each quarter. Now, as there are ten weeks to each quarter, including the examination week, we will have for each topic about ten or twelve lessons; hence, the lessons you will find marked under each topic. Considering that one-half of these lessons are in Part II., Section I., we shall now introduce a new topic, and one that must, for a time at least, be at the option of the teacher.

As we begun our Language by accounting for every letter in our words, and tracing in each new word what we have seen in its predecessors, we know of no way better to continue our work. In order to do this, we must introduce the teaching of Etymology in its simplest form. Now, as this is not called for by Bright, it cannot be compulsory; but we know that the teacher who believes in a system, will see the necessity of accounting for the relationship in words of two, three or four syllables as well as in words of one syllable.

TOPIC I.-Lesson I.

[See pages 1, 2, 3, 4 and 5 of Section I.]

This is, as is seen, set apart for a general review of all preceding work, and to assure its being well done, we have the Review Questions to ply the subjects thoroughly.

In the following topic we give definitions which will take most of the twelve lessons called for in this topic.

TOPIC I.-Lesson II.

Definitions.

A noun is a name.

A pronoun is a word used instead of a noun.

An adjective describes or limits a noun or pronoun.

A verb shows being, action or state.

An adverb qualifies a verb, an adjective or another adverb.

A preposition shows the relation between words.

A conjunction connects words and sentences.

An interjection expresses sudden and strong emotion.

Then you will learn the lists of adverbs, conjunctions, prepositions and interjections.

Syntax treats of all the above words, showing us how to place each of the parts of speech in its own place in the sentence. Syntax is sentence making.

Etymology shows the origin of words.

Aside from proper nouns, and words formed by the inflection of verbs, nouns and adjectives, our language has over fifty thousand words.

The above are the classes into which most of the words are formed.

TOPIC I.-Lesson III.

Some nouns are derived from verbs; as "to love," "to visit,"

In many cases it is hard to know whether the noun is derived from the verb or the verb from the noun; as "love, to love," "hate, to hate."

Verbs are sometimes derived from nouns, adjectives, and sometimes from adverbs.

From the noun salt, "to salt;" from the adverb forward, "to forward;" from short, "to shorten," etc.

Adjectives, showing the material out of which things are made, are derived from nouns by adding en, as woolen, wooden.

Adjectives denoting plenty, but with some kind of diminution, are derived from nouns, by adding some, as lightsome, toilsome, etc.

Adjectives denoting want, are derived from nouns, by adding less, as careless, toothless.

Adjectives denoting likeness are derived from nouns, by adding ly.

TOPIC I.-Lesson IV.

[See pages 5 and 6, Section 1.]

Some adjectives are formed from other adjectives by adding ish, as whitish, child ish, etc.

Answerable, changeable, etc., are formed from nouns, to signify capacity.

Length and height are formed from the adjectives long and high.

Then we have such nouns as highness, comeliness, softness, whiteness, etc. Most of our how words are formed from adjectives, as badly, coldly, kindly, etc.

TOPIC I.-Lesson V.

[See pages 7 and 8, Section I.]

Note the following nouns: stewardship, office, partnership, employment, hardship, condition. Slavery, foolery, prudery; the ery signifying action or habit.

Wick, vick, and dom, denote dominion, jurisdiction or condition, as dukedom, kingdom, freedom.

Nouns ending in age, or ment, come from the French; as usage, commandment.

Diminutive nouns are such as lambkin, gosling, duckling, hillock.

We have very few primitive words, the derivatives form much the greater number.

Derivation is that part of Etymology which treats of the origin and meaning of words.

TOPIC I.- Lesson VI.

Words are either primitive or derivative.

A primitive word is in its simplest form.

A derivative word is formed from the primitive in three ways:

1. By the addition of letters or syllables.

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- 2. By the omission of letters, or contraction.
- 3. By the exchange of equivalent or kindred letters.

Words that have prefixes or suffixes are examples of the first process.

A prefix is an inseparable preposition, prefixed to a word to vary or modify its meaning; as mis in mistake, ab in absolve, etc.

A suffix is a particle added to a word to modify or vary its meaning; as en in lengthen, fy in purify, ise in signalize.

TOPIC I.-Lesson VII.

The meaning of a word may be primary or secondary.

The first is its original meaning. There may be several secondary meanings.

In treating of the Etymology of words we first look to their formation, if original in our language. Then we trace their relationship on the very same principle as Johnny Jones learns the different members of the at, ay, ound, end and ink families. After, we follow these roots, or families on, until we ford, not only out of the immediate family, but entirely on the opposite side.

TOPIC I - Lesson VIII.

[See pages 9 and 10, Section I.]

Then, too, new members are continually entering the various families of words, just as people-in-law enter our families.

This is called the manufacturing of words.

As members of various families change their baptismal names for ones more in accordance with their own tastes, or with those of others, so prefixes are changed or added. And as many of our good old country names have become what is called "Yankeefied," so the prefixes of words change. But as we are not to dive down to the bottom of Etymology until we grow a little older, it is enough for us to know that after we have learned a few hundred words, there are all the rest of the more than fifty thousand to be disposed of.

TOPIC I.-Lesson IX.

The study of words should be full of interest to us. We are told that there is more of true history to be learned in the pages of a dictionary, than can be found in the written annals, which are always more or less biased. Another man tells us that the study of words is food, strength and life.

Our Lord says to the Pharisee: "By thy words thou shalt be justified, and by thy words thou shalt be condemned."

If we take care to learn the roots, suffixes and prefixes of words, there will be little need of a dictionary.

Later on, in the Seventh and Eighth Grades, we shall distinguish between the words that should be used and those that are but too often abused.

TOPIC L-Lesson X.

[See page 16, Section 1.]

We have been using, and shall continue to use, according to Bright, words spelled differently, but pronounced alike.

Children are very often apt to ask why we have so many of these words. They might as well learn the answer to this question at once:

Our words are derived from so many languages—take for example, that given in the Scholar's Companion. From the Saxon beorean is derived the English word bark, the noise of a dog. The covering of a tree derives its name from the Danish word bark. The French word barque, gives us the name applied to a kind of vessel. Such words are called paronymous.

In the exercise having words pronounced exactly alike, pupils should endeavor to use as many as possible in the same sentence. We must, however, avoid making sentences clumsy, by not applying the words gracefully.

TOPIC I.-Lesson XI.

WORDS PRONOUNCED EXACTLY ALIKE.

Arrear, what is unpaid.
Discreet, prudent.
Lea, a meadow.
Leaf, part of a plant.
Meed, a reward.
Queen, a king's wife.
Reek, to emit vapor.
Seer, a prophet.
Sear, to burn.

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Arriere, last body of an army. Discrete, separate.
Lee, opposite to the wind.
Lief, willingly.
Mede, a native of Media.
Quean, a worthless woman.
Wreak, to inflict.
Cere, to cover with wax.
Seer, name of a mountain.

TOPIC I.-Lesson XII.

[See Topics I. and II., Section I.]

Review as teacher may find necessary.

QUESTIONS.

First Topic, Third Grade, or the first, second and part of the third weeks of first quarter of this grade.

ON THE REVIEW.

- 1. Can you give reasons for making the connections called for by No. 11, of First Grade?
 - 2. Do you understand thoroughly the kind and how words?
- 3. Are you familiar with the changing of the subject from a name word to a word used for a name word?
- 4. In copying from your Reader, Catechism, Letter-Writer, or even from the board, do you endeavor to avoid all errors in Capitals, Punctuation Marks, and so on? Do you copy exactly?
- 5. How many words pronounced alike but spelled differently, can you use in the same sentence?
- 6. How many times have you handed in corrections of errors heard in and around the school-room?
 - 7. How many abbreviations can you write out in full?
 - 8. What sort of a letter are you able to write?
- 9. How many irregular verbs are you able to write with the past; the present and future?
 - 10. Do you understand all that Part I. teaches about the Verb?
- 11. To prove this, write five of each of the following kinds of verbs: Regular, Irregular, Transitive, Intransitive. Show the difference between a being and state word.
- 12. Write a sentence in the present, one in the past, and one in the future tense.

- 13. Write five verbs in the progressive form.
- 14. Write a short dialogue illustrating the nominative forms.
- 15. Do you remember all of Exercise XIX., Second Grade, Part I.? If so there is no need of asking anything further concerning possessives?

ON THE ROOTS, PREFIXES AND SUFFIXES.

- 16. Give examples of verbs derived from nouns.
- 17. Of nouns derived from verbs.
- 18. Of adjectives derived from nouns.
- 19. What can you say of such words as oaken, woolen?
- 20. What sort of adjectives end in en? In ful? In less? In ly?
- 21. What can you say about such words as answerable, change-
 - 22. How are length and height formed?
- 23. When the syllable ness is added to an adjective, what kind of word is produced?
 - 24. What is the meaning of the suffix ship?
 - 25. What does the prefix ery signify?
- 26. From what language are words ending in ment and age derived?
 - 27. What are diminutive nouns?
 - 28. What is said of the number of our primitive words?
 - 29 Of that of our derivative words?
 - 30. Give the three ways of forming derivatives.
- 31. To which class do words which have prefixes and suffixes belong?
 - 32. Define prefix, suffix, derivative or root.

TOPIC II.-Lesson I.

[See page 7, Section I.]

Review: Nominative, objective and possessive forms.

TOPIC II.-Lesson II.

Place in sentences the following words:

accept	except	arrant	errent	parish	perish
access	excess	carat	caret	radish	reddish
affable	effable	catch	ketch	salary	celery
tarrier	terrier	expanse	expense	abolition	ebullition
affect	effect	extant	extent		
assay	essay	muscat	musket		

If children have no means of finding the definitions of the above words, they might be given to them some time before this lesson, as a dictation exercise, or let the following form the next lesson:

TOPIC II.-Lessons III to V.

DEFINITIONS TO LESSONS IL

To find the word the numbers are mixed, so as to make the pupil think.

- 1. Ready to converse.
- 2. A mark in writing.
- 3. A small weight.
- 4. Infamous.
- 5. To test, to try.
- 6. Consequence.
- 7. To omit, or leave out.
- 8. An approval.
- 9, Abolishing.
- 10. A boiling.

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- 11. More than enough.
- 12. Ready to converse.
- 13. Utterable.
- 14. To move the passions.
- 15. Consequence.
- 16. To attempt.
- 17. Wandering.

- 18. A small weight.
- 19. A small gun.
- 20. A sweet grape.
- 21. Space, length.
- 22. In being.
- 23 Cost
- 24. An extension.
- 25. A kind of vessel.
- 26. To seize.
- 27. A district.
- 28. To die.
- 29. An estable root,
- 30. Somewhat red.
- 31. A sort of dog.
- 32. A delayer.
- 33. A vegetable.
- 34. Wages.

TOPIC II.-Lesson VI.-Dictation Exercise.

Dictation exercise read to the pupil to test his memory and correctness.

Words with more than one meaning.

- 1. Brazier, a worker in copper; a pan to hold coals.
- 2. Brake, a fern; a plant.
- 3. Box, a case or chest; a slap on the ear; to fight with the fists; the lever by which a pump is worked.
 - 4. Caper, to skip; the fruit of a plant.
 - 5. Cataract, a waterfall; a disease of the eye.
 - 6. Collation, comparison; a repast between meals.
 - 7. Concordance, agreement; an index to words in the Bible.
- 8. Crane, a long-legged bird; an engine to raise a weight; a bent tube to draw liquor out of a cask.
 - 9. Cue, a braid of hair; a suggestion; a turn of wind.
 - 10. Down, soft feathers; an open plain; not up.
 - 11. Draw. to drag; to delineate.
- Fellow, an associate; one of a pair; a mean wretch; a trustee of a college.

13. Ferret, a sort of weasel; a kind of narrow ribbon; to drive out of a lurking-place.

TOPIC II.-Lesson VII.-Corrections.

Correct the following, and give reasons for your corrections:

- 1. You all'az do that; now, I don't want you to do it no more.
 - 2. I'm coming bimeby.
 - 3. That is a bran new dress.
 - 4. I'll let that feller see!
 - 5. I knowed it would be just alike that.
 - 6. Lemme have that ere pencil.
 - 7. See the pletes on her dress.
 - 8. Outch, that hurts.
 - 9. Look at that Injun.
 - 10. It's right on the herth.
 - 11. Come up to the cupelow.
 - 12. Santa Claus came down the chimbley.
 - 13. Gether up the chalk.
 - 14. I hate those niggers.

TOPIC II.-Lesson VIII.-The Verb.

Write the present, past and future of the following irregular verbs:
Go, see, bring, take, grow, bear, am, treat, beseech, bid, buy, come, crow, do, sing, shone, lean, make, weave, use, run, saw, shoe, lie, wear, pay, leave, smite.

Lesson IX.-Punctuation and Abbreviations.

[See page 18, Section I.]

Write the Rules of Punctuation to the 20th. Fill out the abbreviations that you have learned.

TOPIC II.-Lesson X.-Letters.

[See Topic XIII., page 18, Section I.]

Apply these rules in at least ten sentences.

Write a letter similar to the second of this grade.

TOPIC II.—Lesson XI.—Spelling.

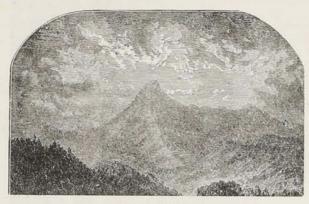
Write the Rules for Spelling that you learned in Part I., and give examples.

TOPIC II.-Lesson XII.--Definitions.

General Review of Topic II.; also of Definitions on Letter-Writing, pages 12 and 17, of Part I.



The St. Louis Bridge.



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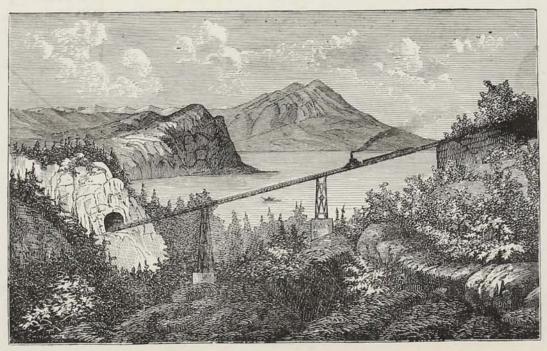
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XXI.



The Schnurbeutel Bridge and Gorge on the Rigi.

- 1. Write three dialogues, one on the Nominative, one on the Objective and one on the Possessive forms.
- 2. Place in sentences, salary, ebullition, parish, extant, effect, affable and caret.
- 3. How many of those words can you recognize by their defini-
- 4. Give the meanings of the following: brazier, caper, crane, cue, draw, ferret, fellow, concordance, cataract.
- 5. Write five sentences illustrating Rules 3, 4, 5, 6, 10 and 19, of Punctuation.
- 6. Write in full the following abbreviations: H. M. S.; I. N. R. I.; I. H. S.; L. L. I.; M. P. C.; Fahr.; D. G.; J. P.; H. B. M.; G. P. O.
 - 7. Write a dialogue on Third Letter, Third Grade.
- 8. Write the names of all the months of the year, the days of the week, and the principal streets of your city.
- 9. Write the names of the children in your room, the streets on which they live, and their number, if you know it.
- 10. Write ten different kinds of proper name words, and their abbreviations.
- 11. Write a full description of three of your companions, so that if they were lost, your account would identify them.

TOPIC III.-Lesson I.-Derivation.

In First Grade we learned the families of a large number of words. These were mostly of one syllable. Now we must learn words of two or more syllables, and we shall find that they, too, can be very conveniently "housed up" into families.

You remember what we said in our first lesson about persons, changing names? Well, keep this in mind through these lessons. That at first will appear tiresome.

THE FIRST METHOD OF FORMING DERIVATIVES.

ROOT.	DERIVATIVE.	ROOT.	DERIVATIVE.	ROOT.	DERIVATIVE.
crack	crackle	nib	nibble	grip	grapple
cromp	crumble	pose	puzzle	prate	prattle
grum	grumble	drib	dribble	rank	rankle
curd	curdle	fond	fondle	roam	ramble
hack	hackle	game	gamble	rough	ruffle
nest	nestle				

spin

spindle

beat

TOPIC III.—Lesson II. DIMINUTIVE NOUNS.

ROOT.	DERIVATIVE.	ROOT.	DERIVATIVE.	ROOT.	DERIVATIVE.
bird	birdie	stop	stopple	pest	pester
hand	handle	tread	treadle	whine	whimper
nib	nibble	wand	wander	shoot	shuttle
ruff	ruffle	hang	hanger	steep	steeple
spit	spitten	gird	girdle	thumb	thimble
climb	clamber	lade	ladle	gleam	glimmer
seat	saddle	round	rundle	long	longer

TOPIC III.-Lesson III.

beaten

NOUNS FORMED FROM THE PAST PARTICIPLE OF VERBS.

ROOT.	DERIVATIVE.	ROOT	DERIVATIVE.	ROOT.	DERIVATIVE.
feigned	feint	weaved	weft	graffed	graft
waned	want	shrived	shrift	deserved	desert
rended	rent	sieved	sift	mayed	might
weighed	l weight	waved	waft	cleaved	cleft
gived	gift	cooled	cold	thieved	theft
haved	heft	joined	joint	drived	drift
flowed	fiord	bended	bent	held	hilt
frayed	freight	gilded	gilt		

TOPIC III.-Lesson IV.

See Prefixes on following page.

TOPIC III.-Lesson V.

Contra and counter signifiy against or opposite.

De signifies from or down.

Dia signifies through.

Di, dis, signify two.

e, ex, suf, out, as, dis, not.

PREFIX.	DEFINITION.	PREFIX,	DEFINITION.
Contra - dict,	to speak against.	Di - tone,	an interval of two
Counter - act,	to act against.		sounds.
Dia - meter,	line passing through a circle.	Dis - syllable,	a word of two syl- lables.
E - migrate,	to move out.	Dis - similar,	not similar.
Ef - fluent,	flowing out.	Dis - band,	to unband.
		Ex - port.	to carry out of port.

TOPIC III.—Lesson VI.

in, im, il, ir, not or in.

Ob, op, -- opposition.

Rect, or recti,-right or straight.

PREFIX.	DEFINITION.	PREFIX.	DEFINITION.
In - complete,	not complete,	Recti - linear,	straight-lined.
In - dent,	dent in.	Im - prudent,	not prudent.
Il - lapse,	a sliding in.	Il - legal,	not legal.
Ob - ject,	to bring against.	Ir - regular,	not regular.
Rect - angle,	right-angle.	Im - pugn,	to oppose.

TOPIC III.-Lesson VII.-Prefixes.

Semi, demi, hemi,—one-half.
Stereo-solid,—stereotype, solid type.
Super, sur,—over or more than.
Lyn, syl, syn,—together.
Trans,—across, again or through.
Tri,—three.
Un,—not.

PREFIX.	DEFINITION.	PREFIX.	DEFINITION.
Demi,	half.	Hemi - sphere,	half a sphere.
Semi - circle,	half circle.	Suf - fix,	to fix after.
Sub - committee,	under commit-	Super - charge,	overcharge.
	tee.	Syn - tax,	placing together.
Super - human,	more than human	CONTRACTOR CONTRACTOR	a meeting or com-
Sym - pathy,	fellow feeling or		ing together.
	feeling together.	Trans - form,	to form again.
Trans - Atlantic	across the At-		

Trans - Atlantic, across the At-

two

syl-

port.

TOPIC III.-Lesson VIII.

LATIN AND GREEK ROOTS.

The following words are taken from the Latin Capio, to take. cap, capt, cept, cip,—to take hold.

ROOT.	SUFFIX
Cap - able,	able to take or hold.
Cap - ability,	power of taking.
Cap - ableness,	capacious.
Cap - tious,	to start objections to.
Cap - tive,	a person taken in war.
Cap - tivity,	the state of a captive.
Cap - tivate,	to take captive by force of chains.
Cap - tor.	the person who captures.

Cap - ture, taking a prize.

TOPIC III.-Lesson IX.

Ac - cept - or,
Ac - cept - able,
Ac - cept - ableness,
Ac - cept - tab,

Ac - cept - tab,

Ac - cept - tab,

TOPIC III. - Lesson X.

DEFINITIONS. PREFIX. ROOT. SUFFIX. Anti - cip - ate, to take before. Anti - cip - ative, Con - ceive, to have an idea. to misrepresent. De - cep - tion, the act of deceiving. De - ceive, the quality of being deceitful. De cep - tive, to take out of, or from. Ex - cept, Ex - cep - tion, that which is excepted. In - cep - tive, taking in. to take between; to obstruct. Inter - cept, Parti - cip - ate, to take part in; to store with. Parti - cip - le, a part of speech. the act of perceiving. Per - cep - tion, Per - cep - table, that can be perceived. a tutor. Pre - cept - or,

TOPIC III.-Lessons XI. and XII.

DEFINITION. ROOT. SUFFIX. PREFIX a rule. Pre - cept, chief; capital. Prin - cip - al, Prin - ciple, element. Re - ceipt, a taking. Re - ceive, to take. one who receives. Re - cip - ient, capable of being affected, or changed. Sus - cept - ible, above the common. Extra - ordin - ary, Ex - clus - ive, set apart. sending forth. E - mitt - ing, in inverted order. In - verse - ly, - vers - ion, dislike.

Ad - vers - arv, an enemy.

In - vert - ing, turning over.

Di - vert - ing, to turn aside.

In - veter - ate, long established.

Ex - tens - ive, having wide extent.

Pre - tens - ion, a pretense, deceit.

In - tense - lv, greatly, in great degree.

De - test - ion, hatred.

Im - prud - ent, not prudent.

Super - vis - ion, the act of overseeing.

QUESTIONS TO TOPIC III.

- 1. Write the *derivative* of the following roots: crack, cramp, curd, ford, nest, nib, pore, prate, roam, rough, rank, hark.
- 2. According to which of the methods are these words formed?
- 3. Give the roots of the following: handle, girdle, ruffle, saddle, shuttle, thimble, treadle, wander, linger, hanger, and whimper.
 - 4. Point out the suffixes used in the above words.
 - 5. What part of speech is represented by them?
- 6. Can you define each of these words, and use them in sentences?
- 7. Write ten nouns that are formed from the past participle of verbs.
 - 8. Their roots and derivatives in separate columns.
 - 9. Use the words in sentences.
 - 10. Define prefix, suffix.
- 11. Give the nine prefixes that signify to or at. [Answer: ad, ac, af, aq, al, an, ap, av, at.
 - 12. The four that signify with or together.
 - 13. The two that signify against.
 - 14. The four that equal not or in.
 - 15. What does semi, demi, hemi, signify?
- 16. Trace the root capio (captum) through to its English derivative. See Lesson VIII.
 - 17. Do likewise with the roots fácio and ver'to
- 18. From some one of the letters in the Correspondence Department, write in nine columns the various words that require that number of headings.
 - 19. Write an account of the last sermon you heard or read.

TOPIC IV.-Lesson I.

Note.—Pay special attention to the following exercises if you wish to avoid a great amount of trouble in your future tasks.

ROOT. SUFFIX.	ROOT. SUFFIX.
Do - er	Calvin - ism
Writ - er	Jacobin - ism
Act - or	Palnol - ism
Profess - or	Vulcan - ism
Lion - ess	Hebra - ism
Princ - ess	Acri - mony
Act - ress	Testi - mony
Man - hood	Matri - mony
	Patri - mony
Widow - hood	Govern - or
	Observ - er
	Inherit - or
	Monit - or
	Do - er Writ - er Act - or Profess - or Lion - ess Princ - ess Act - ress

TOPIC IV.-Lesson II.

ac, ar, ary, ic, ile, ial, signify pertaining to.

Dom, the condition of being or passion:

Er or or, the agent or person acting.

Hard shower, state or degree.

 ${\it Ism}$ denotes sect, party, peculiarity or idiom.

Mony denotes vie quality of.

ROOT. SUFFIX.	ROOT. SUFFIX.	ROOT, SUFFIX.
Sweet - en	Black - en	Bright - en
Moist - en	Magni - fy	Puri - fy
Beauti - fy	Barbar - ize	Systemat - ize
Fertil - ize	Civil - ize	Anal - yze
Critic - ize	Advert - ise	Publ - ish
Fin - ish	Wise - ly	Nob - ly
Rapid - ly	Skillful - ly	

TOPIC IV.-Lesson III.

Write twenty words, using in each one of the following suffixes: a, ary, ial, dom, en, ive.

TOPIC IV.-Lesson IV.

Write the names of thirty of the streets in your city.

If there is a natural body of water near your home, write of that and of the streets that run parallel to it.

TOPIC IV.-Lesson V.

Write a sketch of the life of your patron saint.

PREFIX.	ROOT.	SUFFIX.	DEFINITION

De - clam - ation, exercise of public speaking.

Pro - clam - ation, publication by authority.

Se - clu - sion, retirement.

De - crepi - tude, the feebleness of age.

Con - curr - ence, agreement.

Sine - cure, a station which gives income without employment.

Suc - cumb - ing, vielding.

Oc - curr - ence, an event.

Pre - curs - or, forerunner.

Ex - curs - ion, an expedition.

TOPIC IV.-Lesson VI.-Prefixes.

[See also Topic IX., Second Grade.]

Write out all the prefixes you know or should know.

TOPIC IV.-Lesson VII.-Letters.

[See page 22, Section I.]

Write a letter somewhat similar to that of Seventh Letter, Third Grade.

TOPIC IV.-Lesson VIII.-Letters.

In the original letter, and the one of your own writing, see how many prefixes, suffixes and roots.

TOPIC IV.-Lesson IX.-Object Lesson.

[See page 48, Section I.]

Write an object lesson on any one or other of the objects on page 26, Part I.

TOPIC IV.-Lesson X.-Corrections.

[See bottom of page 17, Section I.]

Hand in all the errors and corrections you have heard in and around the school-room.

wish

fixes:

TOPIC IV.-Lesson XI.-Corrections.

Correct the following:

- 1. What a fine watermillin.
- 2. It's leven o'clock.
- 3. We had sparrowgrass for dinner.
- 4. Jane, do twist that.
- 5. They cut down that willer tree.
- 6. She eat all there was left.
- 7. They sent the books to auntie.
- 8. We was so glad be with him.
- 9. The teacher told Nellie and I.
- 10. They don't come so often as they did.
- 11. You never seen a madder man.
- 12. You had oughter let him go.
- 13. You write like you were taught.
- 14. Hold the pen like Sister said.
- 15. The banisters need dusting.

TOPIC IV.-Lesson XII.

[See Questions, pages 61 and 62.]

Tell all the abbreviations you have had to use in Letter-writing, and write an account of three of the principal public grounds of your city or town.

We have now finished the November examinations, the pupils are supposed to have done well; otherwise they take the last quarter's work over. The following exercise gives something new, and at the same time they can review past lessons.

TOPIC V.-Lesson I.

As we have not given as much attention as we should to the dividing of long words, and thus getting at their prefixes and suffixes, we give below an exercise which will answer three purposes:

- 1st. It is an excellent spelling lesson.
- 2d. No way could be better to use the words.
- 3d. We will find it a good and an easy way of using the prefixes and suffixes.

The following words are to be divided into syllables, marked, and their prefixes and suffixes taken. "There is luck in odd numbers."



SANTA CLAUS.

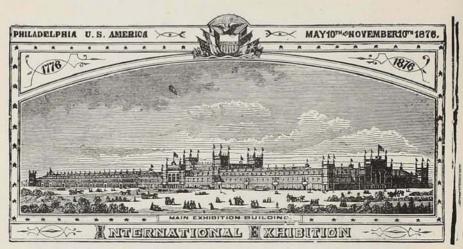
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Centennial Exposition, XXIV.



Centennial Exposition.

[See pages 12 and 13, Section I.]

	Affections.		Generally.
	THIS.		THE OTHER.
1.	Sensibility	2.	Insensibility
3.	Excitability	4.	Inexcitability
5.	Pleasure	6.	Pain
7.	Pleasureableness	8.	Painfulness
9.	Relief	10.	Aggravation
11.	Cheerfulness	12.	Dejection
13.	Rejoicing	14.	Lamentation
15.	Amusement	16.	Weariness
17.	Wit	18.	Dullness
19.	Beauty	20.	Ugliness
21.	Ornament	22.	Blemish
23.	Taste	24.	Vulgarity
25.	Fashion	26.	Ridiculousness
27.	Норе	28.	Hopelessness
29.	Courage	30.	Cowardice
31.	Rashness	32.	Caution
33.	Desire	34.	Indifference

TOPIC V.-Lesson II.

Write the same words, dividing them into syllables, marking their vowels and accent.

TOPIC V.-Lesson III.

Place those words in sentences and you will surely never forget them after becoming so well acquainted with them.

TOPIC V.-Lesson IV.

[See Topic III., Third Grade, page 14, Section I.]

	LEARN US	AND		OUR OPPOSITE
1.	Wonder		2.	Expectance
3.	Repute		4.	Disrepute
5.	Nobility		6.	Commonality
7.	Pride		8.	Humility
9.	Vanity		10.	Modesty
11.	Insolence		12.	Servility
13.	Friendship		14.	Enmity
15.	Friend		16.	Enemy
17.	Sociality		18.	Seclusion
19.	Courtesy		20.	Discourtesy

TOPIC V.-Lesson V.

[See Topic IV., Third Grade, Section I.]

1.	Love	2.	Hate
3.	Marriage	4.	Celibacy
5.	Benevolence	6.	Malevolence
7.	Philanthropy	8.	Misanthropy
9.	Benefactor	10.	Evildoer
11.	Pity	12.	Pitilessness
13.	Gratitude	14.	Ingratitude
15.	Forgiveness	16.	Revenge
17.	Right	18.	Wrong
19.	Dueness	20	Undueness
21.	Duty	22.	Exemption
23.	Respect	24.	Disrespect
25.	Approbation	26.	Disapprobation
27.	Flattery	28.	Detraction
29.	Flatterer	30.	Detractor
31.	Vindication	32.	Accusation
33.	Probity	34.	Improbity
35.	Disinterestedness.	36.	Selfishness
37.	Virtue	38.	Vice
39.	Innocence	40.	Guilt
41.	Saint	42.	Sinner

TOPIC V.-Lesson VI.

44. Impenitence

43. Penitence

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TOPIC V.-Lesson VII.

Extract prefixes and suffixes, giving their meaning.

TOPIC V.-Lesson VIII.

Divide into syllables and mark the accent.

TOPIC V.-Lesson IX.

Use in sentences.

55.

57.

59.

Admissibility

Compatibility

Commensurability

TOPIC V.-Lesson X.

[See V. Topic, Third Grade, Page 15, Section I.]

			•
1.	Agreement	2.	Disagreement
3.	Accord	4.	Discord
5.	Accordance	6.	Discordance
7.	Unison	8.	Dissonance
9.	Harmony	10.	Discrepancy
11.	Union	12.	Unconformity
13.	Concord	14.	Disconformity
15.	Concert	16.	Nonconformity
17.	Concordance	18.	Incongruity
19.	Conformity	20.	Incongruence
21.	Consonance	22.	Jarring
23.	Consentaneousness	24.	Clashing
25.	Consistency	26.	Inconsistency
27.	Congruity	28.	Disparity
29.	Congruence	30.	Disproportion
31.	Congeniality	32.	Disproportionateness
33.	Correspondence	34.	Variance
35.	Fitness	36.	Unfitness
37.	Pertinence	38.	Repugnance
39.	Suitableness	40.	Unsuitableness
41.	Adaptation	42.	Unaptness
43.	Relevancy	44.	Inaptitude
45.	Aptitude	46.	Inaptness
47.	Propriety	48.	Impropriety
49.	Appositeness	50.	Inapplicability
51.	Reconcilableness	52.	Irreconcilableness
53.	Applicability	54.	Inapplicability
		15000	The second secon

56

Inadmissibility

58. Incommensurability

60. Incompatibility

TOPIC V.-Lesson XI.

1.	Agreeing	2.	Disagreeing
3.	Accordant	4.	Discordant
5.	Concordant	6.	Discrepant
7.	Consonant	8.	At variance
9.	Harmonious with	10.	Inconsistent with
11.	Corresponding	12.	Incompatible with
13.	In unison with	14.	Inharmonious
15.	Conformable with	16.	Unconformable
17.	In keeping with	18.	Incongruous
19.	Squaring with	20.	Misjoined
21.	Reconcilable with	22.	Irreconcilable
23.	Falling in with	24.	Divergent
25.	Apt	26.	Unapt
27.	Apposite	28.	Inapposite
29.	Pertinent	30.	Not pertinent
31.	Applicable	32.	Inapplicable
33.	Relevant	34.	Irrelevan
35.	Fit	36.	Unfit
37.	Fitting	38.	Unfitting
39.	Suitable	40.	Unsuitable
41.	Proper	42.	Improper
43.	Appropriate	44.	Inappropriate
45.	Accommodating	46.	Unaccommodating.

TOPIC V.-Lesson XII.

[See pages 6 and 7, Section I]

In a great degree
 Much
 Considerably
 In a small degree
 Little
 Inconsiderably

TOPIC VI.-Review.

Let this Topic be spent principally in reviewing Second Grade, Part I., as also the Topics of the grade that we have gone over.

TOPIC VII.-Lesson I.

This topic has been the first of the Third Quarter, or the one taken up after the February examination; but as we have made sixteen topics in each of the years, we begin the Third Quarter with Topic IX. instead of Topic VII. Preparatory to the February examination, and to make sure that this year's work is understood, we will have the Seventh and Eighth Topics' questions back.

Reproduce Lesson I., Topic IV.

TOPIC VII.-Lesson XI.

Give words, prefixes and suffixes used in Lesson II., Topic IV.

TOPIC VII.-Lesson III.

Give the parts of the following words:

Insertion, interposing, transacting, withdrawal, unbinding, superannuated, unanimously, inalienable, inarticulate, transgression.

Having done this, see how many words you can make beginning with the prefix in, into, with, super and tran.

TOPIC VII.-Lesson IV.

Reproduce Lesson IV., of Topic IV.

TOPIC VII.-Lesson V.

Write a letter giving an account of the additional work you have in Language, because of the roots, prefixes and suffixes.

Tell what you think of the exercise and how many words you can pick to pieces as to sound, name, root, prefix and suffix.

If the recipient of this letter is interested in your school work, he will encourage you in learning Etymology.

TOPIC VII.-Lesson VI.

Supposing yourself to be the one who has received the letter asked for in the preceding lesson, answer the little Third or Fourth Grade child, and tell him what you would like to be told.

TOPIC VII.-Lesson VII.

How many new abbreviations have you learned?

Give them in full, and all those which you have learned in First and Second Grades.

TOPIC VII.-Lesson VIII.

Name and describe twenty streets of your city.

TOPIC VII - Lesson IX.

Write your autobiography. Have at least three good-sized pages.

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TOPIC VII.-Lesson X.

Write a short story about the cooking-stove that stands in your kitchen. Make it talk and give its autobiography.

TOPIC XII.-Lesson XI.

What general errors are found in the letters handed in by your class?

TOPIC VII.-Lesson XII.

REVIEW QUESTIONS OF TOPICS VI. AND VII.

These questions are to form the review work preparatory to the February examinations.

- 1. From lesson IX. of Topic V., write all the prefixes and suffixes which you know and their definitions.
- 2. From Lesson X. select the roots, and show how the original root is changed in the words we use.
- 3. You have been taught the definitions of the following prefixes; see if you can give them: ad, am, ara, ante, arti, apa, be, cata, circum, con.
- 4. Define the following suffixes: ac, aceous, acy, age, an or ian, ance, ancy, ant or and, any.
- 5. Can we always judge the meaning of the word by the meaning of its prefixes, suffixes and roots?
- 6. Can you write a composition on the picture of "Peter Denying our Lord?"
- 7. From Lessons I. and II., of Topic IV., select twenty words, divide them into syllables, marking their vowels, and place the accent where it belongs.
- 8. Write the abbreviations of the days and months; also of the six States nearest your own.
- 9. Write five sentences in each of the following forms: Nominative, Objective and Possessive.
- 10. Write twenty sentences showing the proper use of who, whom, which and that.

TOPIC VIII.-Lesson I.

We are now entering into the second half of the Third Year or Grade. If you answer the questions that have been given at the end of most of the topics, we can go on with our work after we have given time for reviewing.

TOPIC VIII.-Lesson I.

For this lesson answer questions 1-16, page 62, Part I.

TOPIC VIII.-Lesson II.

Questions from 16-30.

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TOPIC VIII.-Lesson III.

From 30 to the end.

TOPIC VIII.-Lesson IV.

Review Exercise XI., on page 56, Part I.

TOPIC VIII.-Lesson V.

Exercises XIV., XV. and XVJ., page 58, Part I.

TOPIC VIII.-Lesson VI.

Review page 59, Part I.

TOPIC VIII.-Lesson VII.

Page 60, of same Part.

TOPIC VIII.-Lesson VIII.

For this lesson use the circles on page 66, termed Names of Boys and Girls.

What they can do, and how?

Write other names, other actions and the ways of performing them.

TOPIC VIII.-Lesson IX.

For this see page 50, of Part I.

TOPIC VIII.-Lesson X.

Write out pairs of words pronounced alike but spelled differently.

TOPIC VIII.-Lesson XI.

Write all the abbreviations.

TOPIC VIII.-Lesson XII.

Write a story on St. Agatha, after the plan of the story.

TOPIC IX.-Lesson I.

Write the names of ten of the following: seas, countries, rivers, l akes, capes, islands, capitals, principal cities and mountains.

TOPIC IX.-Lesson II.

Write the terms of relationship that exist in families, and the names and titles of those that belong to your family.

TOPIC IX.-Lesson III.

Select from the dictionary twenty words of over two syllables, mark their vowels, accent, and tell the part of speech to which they belong.

TOPIC IX.-Lesson IV.

Show the use of ten of the suffixes you have learned from Topic IV.

TOPIC IX.-Lesson V.

Give words that correspond in pronunciation with those given below:

Beech, deer, feet, flee, freeze, Greece, heal, quay, lea, leaf, leek, Mede, meine, write, metre, knead, peel, peer, please, queen, wreak, leal, ceiling, cede, seem, seen, senior, shave, steel, sent, team, teal.

TOPIC IX.-Lesson VI.

Place as many of those words in the same sentence as you can gracefully, and see that each of your sentences tells something.

TOPIC IX.-Lesson VII.

In what do the following words agree?

Blote, bole, bowl, board, bourine, beau, broach, cole, course, corpse, dough, fore, gourd, groan, grocer, grosser, horde, whole, holm, loan, mowed, moat, oh, ode, o'er, post, port, Rhodes, shone, shown, sloe, sew, soled, throne, tolled, toll, Rome.

TOPIC IX.-Lesson VIII.

Write the acts of Faith, Hope and Charity, and see if you can punctuate them from memory.

Place the words contained in the acts in their separate columns.





THE WEDDING OF THE TOWNS.
(THE RECORLYN BRIDGE.)
XXVII.

TOPIC IX.-Lesson IX.

Trace pendeo, to hang, and pendo, to weigh, through the English.

Pendent, hanging.

Pendulum, a vibrating body suspended from a fixed point.

Pension, a stated allowance.

Append, to hang to another thing. Appendix, something added at the

end.

Compendium, an abridgement.

Compendious, brief, comprehensive.

Compensate, to reward.

Compensation, remuneration.

Depend, to hang from, to trust to.

Dispense, to distribute, to dispense with, to do without.

Expend, to lay out.

Expense, cost, charges.

Impend, to hang over.

Indispensable, that cannot be omitted or spared.

Pending, remaining undecided.

Perpendicular, directly downward.

Perpendicular, directly downward Pendent, hanging, projecting.

Propensity, inclination, tendency.

Recompense, reward.

Stipend, wages, stated pay.

Suspend, to hang, to delay.

Suspension, a hanging, an interruption.

Suspense, uncertainty, a stop.

TOPIC IX.-Lesson X.

Fero (Latin) is another word which gives us many of our common words. Let us trace it.

Fero (látum), to bear or carry.

Ferry, a boat which carries passengers across a river.

Fertile, fruitful, producing abundantly.

Circumference, the measure around anything.

Confer, to discourse or consult with another.

Conference, a meeting for discussing a question.

Collate, to compare things.

Collation, a comparing, a repast.

Defer, to put off.

Deference, yielding to another's opinion.

Dilate, to enlarge, to extend.

Dilatory, disposed to put off, tardy.

Differ, to be unlike, to contend.

Difference, distinction, dispute.

Elate, to uplift, to render proud by success.

Infer, to draw a conclusion.

Oblation, a sacrifice, an offering.

Offer, to present, to propose, to sacrifice.

Pestiferous, producing the plague.

Prefer, to like better.

Preference, estimation of one thing before another.

Prelate, a dignitary of the Church.

Proffer, to bring forward, to offer.

Refer, to leave to the decision of another.

Relate, to have respect to, to tell.

Relation, connection, narrative.

Relative, a kinsman.

Superlative, surpassing.

Suffer, to bear, to endure, to allow, Translate, to remove, to interpret to permit.

into another language.

Sufferance, pain, patience, permis- Vociferous, making loud sion.

vocal sounds.

Transfer, to convey, to remove.

TOPIC IX.-Lesson XI.

See if you can reproduce the above lessons from memory.

TOPIC IX.-Lesson XII.

Review entire topic.

QUESTIONS.

- 1. How many words did you trace out of pendeo?
- 2. Point out the prefixes and suffixes in these words.
- 3. Do the same with the root fero.
- 4. What punctuation rules did you follow in writing the " Acts?"
- 5. What names did you write in compliance with the first question of Topic IX?
- 6. What words did you take from the dictionary for the third question?
 - 7. Could you comply with Lesson IV., without any difficulty?
- 8. Give the definitions of or, er, ess, ness, hood, mony, ism, ac, ile, ial and dom.
- 9. Can you give the number of prefixes that you have had in this topic?
 - 10. Write on anyone of the objects of Part I.
 - 11. What errors have you heard in and around the school-room?
 - 12. What words did you write to satisfy Lesson VI.?
- What new definitions have you learned within these few 13. weeks?
 - 14. Define the suffixes given in Lessons XI. and XII.
- 15. If you could make a list of all the words you have spelled in your daily slate-work, do you think that any text-book could contain more for your grade and time?
- 16. Write ten collective nouns, ten being words, and ten how words.

- 17. From your derivatives write ten diminutive nouns, and tell what suffixes make them such.
- 18. To what classes of nouns do the following belong: loving, saving, goodness, kindness, beauty, army, navy, crowd?
- 19. Give the signification of the following prefixes: mal, juxta, poly, pre, pleni, re, mono, intro, il, im, in, hypo, extra, equi, hex, hyper, di.
- 20. Do the same with the following suffixes: ab, ac, able, age, an, ast, ty, ude, ency, ity, ant, ent, ate, en, fy, ize, er, ey, full, head, hood, ing, ion, ure, ism, we, ous.
- 21. Define the following roots: ago, cado, cano, clamo, fero, fluo, habeo, heareo, gradior, loquor, mitto, nunio, pendeo, dico, claudo.
- 22. Tell what kind of roots the following are, and define them: bicnian, bindan, bidan, cunnan, civellan, deman, call, drypan, gerepa, horic.
- 23. Name the words that you took from the root pendio, and define each.
 - 24. Do the same with the words derived from fero.
- 25. How many of the roots from the three chief sources do you remember, and can you place them under their proper headings?
- 26. From how many of the words you have taken from the dictionary can you recognize the root, prefix and suffix?
- 27. In your reading, your Catechism and your other lessons, do you ever think how easily you might form a derivative exercise?
- 28. Since in this book we have used none of the diacritical marks, have you paid special attention to the marking exercises?
- 29. Can you write a dialogue something on the same plan as the one between Arthur and the other members of the family?
- 30. On the same plan as Johnny Jones learned the at, ay, owd and end families, can you form families from the roots?
- 31. If not, can you form them from their prefixes and suffixes, for example: an, ana, anti, ante, apo, cato, con, contra, de, dia, en, em, u.
- 32. Then the ones that end alike, as ance, ar, ard, ary, ate, ble, cule, dom, eer, en, ence, ent, ise.
- 33. Then do you remember how many members you found in the families pendio, cedo and fero?
- 34. If you can answer all those questions on derivatives, your after work in using *words* must be full of interest, because you will know all about each part that you write, read or see, and when you reach th

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Advanced Course, where you must take up the study of Etymology in real earnest. There will be very little left for you to do Remember the Third Grade does not require all this, and you cannot be "put down" if you answer all the points that belong to the grade; but do all you can to get into the "family secrets" of the words you are daily using, and you will always be entertained and entertaining. For the coming grades we shall often come back here.

TOPIC X.

LESSONS FROM I.-IV.

Generally speaking, English words which are not derived from Latin or Greek are from Anglo-Saxon roots. But as few of these roots have more than one or two derivatives in English, it is obvious that young persons would gain little or nothing by learning them.

With Latin and Greek roots it is quite different; for by learning them the pupil will, without any additional trouble, become acquainted, at least in a general way, with whole families of words. In fact, it may be said that a young person who learns Anglo-Saxon roots, fishes with a hook, and draws in at most but one word at a time, but in learning Latin and Greek roots he uses a net, and at one cast draws in a whole multitude of words.

From the Latin and Greek roots given in the three preceding pages, for instance, 3,517 English words are derived. Of these 3,137 are from the Latin, and 490 from the Greek roots.

The following, if we except the names of places, are almost the only Anglo-Saxon roots, which have more than two or three derivatives in English:

Ac, an oak; as in acorn (the corn or berry of the oak), Auckland, Ackworth, Action.

Aer, before; as ere, early, erst.

Aethel, noble, royal; as Atheling, Athelstan, Ethel, Ethelbald, Ethelred, Ethelwolf.

Bacan, to bake; as bake, baker, bakery, batch.

Bald, brave; as bold, Baldwin (bold in war).

Bana, death, poison; as bane, baneful, ratsbane.

Beaten, to beat; as beat, bat, batter, battery, battle.

Beodan, to order, to invite; as bid, bedel, beadle, forbid, forbidding, outbid, unbidden.

Beorht, shining, illustrious; as bright, Albert, Egbert.

Bicnian, to indicate by a nod, to call by a motion of the hand, to show a sign; as becken, beacon.

LESSONS FROM IV .- VI.

Bindan, to bind; as bind, binder, band, bandage, bond, bonds, bondage, bound, boundary, bundle.

Bidan, to tarry, to dwell; as bide, abide, abode.

Brad, broad; abroad, board, Bradburn, Bradhurst.

Brecan, to break; as break, breaker, breach, brake.

Bugan, to bend, or to be pliant; as, bow, bough, bower, booth, bay, bight, elbow, buxom.

Brynan, to burn; as burn, brand, burnt, brown.

Cælan, to cool; as cool, cold, chill, chilblain.

Cunnan, to know, to know how to do, to be able; as cunning con, can, ken, keen, uncouth.

Cwellan, to slay; as quell, kill.

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Deawian, to moisten; as dew, bedew, dough, thaw.

Deman, to judge: as deem, doom, doomsday, dempster.

Dragan, to draw or drag; as drag, draggle, draw, drawer, drawers, drawl, draught, dray.

LESSONS FROM VI.-VIII.

Dreogan, to work; as drudge, drudgery.

Drifan, to drive; as drive, driver, drift, drove, drover.

Drigan, to dry; as dry, drought, drug.

Drypan, to drip; as drip, drop, dribble, droop, drivel.

Ducinan, to pine away; as dwine, dwindle.

Ea, ey, water, an island; as Anglesey, Athelney, Sheppey, Ramsey, Bardsey, Nordereys, Soudereys.

Eald, old; as eld, elder, alderman, Aldgate.

Eall, the whole; as all, Albert, Alfred, Alwin.

Faran, to go; as fare, thoroughfare, seafaring, ford.

Fian, to hate; as fiend, foe, feud.

Freon, to love; as friend, Godfrey, Alfred.

Frician, to jump; as frisk, freak, frog.

Fugel, a bird; as fowl, fowler.

Fulian, to corrupt; as foul, file, filth, defile, defilement.

Galan, to sing; as nightingale.

Gangan, to go; as gang, gangway, pressgang.

Geard, an enclosure; as gard, garden.

Gerefa, a companion, a governor; as reeve, sheriff (that is shire reeve), portreeve, landgrave.

LESSONS FROM VIII.—IX.

God, good; as godfather, godmother, godson, goddaughter, godspeed, Gospel, gossip (godsibb).

Gyrd, a staff, a measure; as yard, yardarm, yardwand.

Hafoc, a hawk; as havoc, hawk.

Hals, the neck; as halter, haul, hale.

Hangian, to hang; as hang, hinge, Stonehenge.

Hund, a hound; as hound, hunt, Hunslow.

Ladan, to lead; as lead, lode, lodestar, loadstone.

Laferc, a lark; as laverock, lark.

Manan, to think; to intend; as mean, mind.

Magan, to be able; as may, might, dismay.

Mengan, to mix; as mingle, among, amongst, commingle, intermingle, mongrel.

Metsian, to feed; as meat, mess, messmate.

Raed, counsel advice; as rede, Ethelred, Mildred.

Raethe, soon; as rath, rather.

Ripan, to cut; as, reap, reaper, rip.

LESSON X.

Sceapan, to form; as shape, landscape.

Sceotan, to shoot; as shot, shut, shutter shuttle.

Scethan, to injure; as scath, scathless, unscathed.

Sciran, to shear or cut; as shard, sharded, shear, shears, sheer sheer-hulk, shire sheriff, shorn, skirt, ploughshare.

Scufan, to thrust; as scuffle, shove, shovel.

Seothan, to boil; as seethe, sodden, suds.

Slefan, to cover, to clothe; as sleeve, sleeveless.

Snicen, to go creeping; as sneak, snake.

Soth, true; as sooth, soothsay, soothsayer, forsooth.

Spell, tidings; as Gospel (that is, good tidings).

Stepan, to raise; as step, steep, steeple.

Stigan, to ascend; as stage, story, stair.

Swarth, black; as swarthy, swart.

LESSON XI.

Teon or teogan, to draw; as team, tug, tough.

Thirlian, to pierce; as thrill, drill, nostril.

Treowian, to believe; as trow, troth, true, truth.

Waed, coarse stuff or clothing; as widow's weeds.

Waer, caution; as (waren), warn, wary, aware, beware.

Wanian, to wane; as wane, want, gaunt.

Wealdan, to sway or govern; as wield, Bretwalda.

Weard, guard; as ward, warden, guard, guardian.

Wenan, to think; as ween, overweening.

Wendan, to go; as wend, went, wander.

Wiht, a thing, a creature; as whit, wight.

Witan, to know; as wit, witness, wot, weet, wis, wist, wise, wizard, witenagemote, unwittingly

Win. war; as Edwin, Godwin, Baldwin.

Writhan, to bend, to twist; as writhe, wreath, wreathe.

TOPIC X.-Lesson XII.

Phrasis, phrase, a saying.

Phuton, a plant.

Polis, a city.

Potamus. a river.

Protos. first.

Spoo. to draw.

Tele. far.

er,

rle,

eer

Theos. God.

Trepo. to turn.

Zoon, an animal.

Phusis, nature.

Pleo, to fill.

Polus, many.

Pous (podos), the foot.

Scopeo, to see.

Techne, art or science.

Temno. to cut.

Topos, a place.

Tupos, a stamp or type.

TOPIC XI.-Lesson I.

The following are abbreviations used in Webster's Dictionary. We give them because we want the children to have no drawback in the use of the dictionary

Now that we have introduced the method of finding the history of the words we use, the pupil need never be at a loss, for in all cases he will find in the dictionary the language from which the word in question is taken.

We give only the words that concern the children closely.

Adjective Abbrev. Abbreviated Anc. Ancient

Abl. Ablative Acc. Accusative

Act. Active

Adv. Adverb Agri. Agriculture

Alban, Albanian Alg. Algebra

Am. America Amer. American Anat. Anatomy

Antiq. Antiquities Aor. Aorist Ar. Arabic

Arch. Architecture Arith. Arithmetic

Arm. Armor A. S. Anglo-Saxon Astrol. Astrology Astron. Astronomy Aug. Augmentative Bank. Banking

Beau. & Fl., B. &Fl. Beaumont & Fletcher

Bib. Biblical Bisc. Biscavan

B. Jon. Ben Johnson Bohem. Bohemian

Bot. Botany

Braz. Brazillian Burl. Burlesque

TOPIC XI.-Lesson II.

Carp. Carpenter Catala. Catalan Celt. Celtic Cf. Confer Chald. Chaldee

Chem. Chemistry Chin. Chinese Chron. Chronology Civ. Civil Colloq. Colloquial

Coll. Colloqually Com. Commerce Comp. Compound Compar. Comparative

TOPIC XI.-Lesson III.

Conch. Conchology Conj. Conjunction Con. Conic Contr. Contracted Corn. Cornish Corrupt. Corrupted Cotgr. Cotgrave Copt. Coptie Crystallog. Crystallography Cyc. Cyclopedia D. Dutch Dan. Danish Dat. Dative

Def. Definition Dim. Diminutive Diosic. Dioscorides Disus. Disused Dom. Domestic Dvn. Dynamics Eccl. Ecclesiastical Eccl. Hist. Ecclesiastical History Egypt. Egyptian lish Encyc. Encyclopedia Engin. Engineering Encyc. Brit. Encyclo- Equiv. Equivalent pedia Britannica.

Eng. Encyc. English Encyclopedia Entom. Entomology Esp. Especially E. G. For example Encyc. Amer. Encyclopedia Americana Elec. Electricity Eng. England, Eng-Etym. Etymology

TOPIC XI.-Lesson IV.

F. Feminine Feud. Feudal Finn. Finnish Fr. Form Freq. Frequently Fut. Future Far. Farriery Fig. Figurative Fort. Fortification

Fr. French Fries. Friesic Gal. Galen Gen. Generally Geol. Geology Gall. Gallic Galv. Galvanism Geog. Geography

Geom. Geometry Ger. German Gov. Government Gram. Grammar Gun. Gunnery Goth. Gothic Gr. Greek Gris. Grisons

TOPIC XI.-Lesson V.

H. High Her. Heraldry Hind. Hindostan Hist. History Hung. Hungarian Hydros. Hydrostatics Heb. Hebrew Herp. Herpetology Hipp. Hippocrates

Hort. Horticulture Ion. Ionic Hydraul. Hydraulics Ir. Irish Hypoth, Hypothetical Icel. Iceland Ichth. Ichthyology I. E. That is Icon. Encyc. Icono- Inf. Infinite graphic Encyclopedia Interj. Interjection Imp. Imperfect I. Q. The same as Imp. Imperfect It. Italian Intens. Intensive



A Canal by Moonlight.

XXVIII.



Gygaghen For

TOPIC XI.-Lesson VI.

Jav. Javanese	Lett. Lettish	Manuf. Manufactur-
Join. Joinery	Lit. Literally	ing
L. Law	Lith. Lithianian	M. Masculine
Lat. Latin	M. Middle	Mach. Machinery
Linn. Linnæus	Maced. Macedonian	Man. Manage
Lit. Literature	Maly. Malyan	Mar. Maritime.
Lapp. Lappish	Math. Mathematics	Mech. Mechanics

TOPIC XI.-Lesson VII.

Med. Medicine	Mus. Music	N. New
	N. Noun	Nat. Hist. Natural
Mil. Military	Nat. ord. Natural or-	
Mir. Mirror	der	Naut. Nautical
Mag. Magistrate	Neut. Neuter	New Am. Cyc. New
	Norm. Fr. Norman	
Metal. Metallurgy	French.	dia
	Numis. Numismatics	
Min. Mineralogy		

TOPIC XI.-Lesson VIII.

O. Old	Pass. Passive	Paleon. Paleontol-
Opt. Optics	P. Cyc. Penny Cyclo-	ogy
Ornith. Ornithology	pedia	Per. Persian
Obs. Obsolete	Perh. Perhaps	Pers. Person
Orig. Original	Persp. Perspective	
Oxf. Oxford	Pg. Portuguese	Philos. Philosophy
P. Participle	P. A. Participle Ad-	
Paint. Painting	jective	

TOPIC XI.-Lesson IX.

Pl. Plural	Prob. Probably	Pref.	Prefix .
Pol. Polish	Poet. Poetry, Poetical	Pret.	Preterit
P. P. Participle Past	Polit. Econ. Political		
Pr. Provençal	Economy	Pron.	Pronunciation
Prep. Preposition	P. Pr. Participle pres-		
Prin. Principally	ent.		

TOPIC XI.-Lesson X.

Prop. Properly	Rhet. Rhetoric	Slav. Slavonic
Prov. Provincial	Rom. Roman	Stat. Statuary
Pros. Prosody	Russ. Russian	Sax. Saxon
Q. R. Which see	Sam. Samaritan	Scot. Scotland
Rev. Review	S. C. Being under-	Sculp. Sculpture
R. of Gl. Robert of	stood	Shak. Shakespeare
Gloucester	Script. Scripture	Skr. Sanskrit
Rom. Cath. Roman Catholic	Serb. Serbian Sing. Singular	Sp. Spanish Superl. Superlative

TOPIC XI.-Lesson XI.

Surg. Surgery
Sw. Swedish
Synop, Synopsis
Surv. Surveying
Syn. Synonyms
Syr. Syriac
Tart. Tartaric
Theol. Theology
Turk. Turkish

Term. Termination Trans. Translation Typog. Typography Up. Upper Usu. Usually U. S. United States Vb. n. Verbal noun Wall. Wallachian Vitr. Vitruvius

V. Verb V. I. Verb Intransitive Verb Transi-V. T. tive W. Welsh

Zool. Zoology

TOPIC XI.-Lesson XII.

REVIEW.

TOPIC XII.-Lesson I.

The three-quarters of Third Grade have passed, and we are now about to enter the Fourth or Last Quarter. As this quarter varies as to time, exercises and manner of viewing, we add the remainder of the other division, leaving to the teacher the dividing into lessons. , give ample new work for another quarter.

Write a dialogue in which your mamma, papa and an older sister are taking part. Let the subject be that dreadful new study, finding the Prefixes, Suffixes and Roots.

ARTHUR. Just listen, papa, that new book that I told you about and with which I was so delighted, has the hardest kind of work. have to pick a lot of hard words, tell what part of them is Latin, what part Greek, what part Anglo-Saxon, and so on. Why, its just like studying Latin and Greek, and I tell you its just as hard.

PAPA. Like studying Latin and Greek? I think not. Sister does not make you pronounce the Greek characters, does she? I know I did not have to do so, nor did mamma, for we were both in the same class.

HELEN. No, papa, we do not have to pronounce them, and even if we did there are so few that it would not take so very long. know, papa, Arthur is talking of that Language Manual, and is disappointed because he has found work in it as well as pretty pictures.

P. Is it Etymology?

H. No, papa. See, here it is. Sister says that as we begin by learning all about words of one syllable, learning the sounds, the names the letters, the diphthongs, the triphthongs and so on, marking the

silent letter or letters, knowing all this in the Second Grade, we should learn something new about words in the Third Grade.

- A. I do not mean the sounds, nor the marking, nor anything like that. But when you have to take such a word as antecedent; first you spell it ante-ced-ent. Ante is a prefix from the Latin, meaning before; Ced is the root from the Latin Cédo, to yield, and ent is a suffix, also from the Latin, meaning the person who.
- P. I might think so, my dear son, if your use for the parts of this word ended with the one word antecedent. Now take precedent.
 - A. Why, yes, papa, the root and suffix are the same.
 - P. Very well, my son, analyze precedent.
- A. Pre-ced-ent; **Pre** is a prefix from the Latin and means—why, just the same as ante—before; **Ced** is the root, taken from the Latin cédo, meaning to yield; ent is a suffix, meaning having the quality of; the entire word meaning going before.

Mamma. Then take the word accession. Spell it.

- A. Ac-cess-ion; a word of three parts—prefix, root and suffix.

 Ac signifies to or at; Cess is taken from the root cédo, meaning to yield: and ion is a suffix meaning state or act. The entire word means to acquire, to consent, etc.
- M. You see, Arthur dear, it is not near so hard when you go to work in earnest.
- A. I know that, mamma; but you have no idea how hard it is to be skipping about here and there, looking first for the *prefix* definition, then for the *root*, and lastly for the *suffix*.
- M. Why do you do this? Can you not commit them to memory? A few to-day, some more to-morrow, and so on, until you know them all? After all, Arthur, there are very few.
- H. Mamma, I have my Etymology arranged so that I think Arthur could make use of it.
 - A. But, Helen, where are the roots?
- H. I am sure I saw the Anglo-Saxon ones on page 28, and here are some Latin and Greek roots:

VERBS .- LATIN AND GREEK ROOTS.

Ago. To do or act,
Cado (casus). To fall.
Cædo (cæsus). To cut or kill.
Cano (cantus). To sing.
Clamo. To exclaim.
Claudo (clausus). To shut.
Curro (cursus). To run.

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Damno. To condemn.

Dico (dictus). To speak.

Facio (factus). To make.

Fero. To bear or carry.

Flecto (flexus. To bend.

Fluo (fluxus). To flow.

Fundo (fusus). To pour out.

TOPIC XII.-Lesson II.

Gradior (gressus). To step.

Habeo. To have.

Hæreo (hæsus). To adhere.

Jungo (junctus). To join.

Juro. To swear.

Lego (lectus). To gather, to select, to read.

Ligo. To bind.
Loquor (locutus). To speak.
Mando. To command.
Metior (mensus). To measure
Mitto (missus). To send.
Nuncio. To announce.
Pello (pulsus). To drive.

TOPIC XII.-Lesson III.

Pendeo. To hang.
Pendo. To weigh, to pay.
Pleo (pletus). To fill.
Plico. To fold.
Ploro. To weep.
Pono (positus). To put down.
Prehendo (prensus). To seize.

Premo (pressus). To press.
Probo. To prove.
Quæro (quæsitus). To seek.
Rego (Rectus). To rule.
Ruto. To think.
Rumpo (ruptus). To break.
Salio (saltus). To leap.

TOPIC XII.-Lesson IV.

Scindo (scissus). To cut.
Scribo (scriptus). To write.
Sedeo. To sit.
Sentio. To feel.
Sequor (secutus). To follow.
Solvo (solutus). To loose.
Sono. To sound.
Specio (spectus). To see.

Spiro. To breathe.

Spondeo (sponsus). To promise, to betroth.

Sto (status). To stand.

Struo (structus). To build.

Suadeo (suasus). To persuade.

Sumo (sumptus). To take up.

Tendo. To stretch.

TOPIC XII.-Lesson V.

GREEK ROOTS.

Note.—Do not be frightened about the pronunciation of these roots. You are only expected to recognize them,

Ago. To drive or lead.
Allos. Another.
Anthropos. A man.
Arche. Government.
Astron. A star.
Autos. Self.
Biblion. A book.

Bois. Life.
Chote. Bile.
Chronos. Time.
Cratos. Rule.
Crino. To sift, to judge.
Deca. Ten.
Demos. The people.

TOPIC XII.-Lesson VI.

Dogma. Opinion, doctrine.

Eidos. A form, a figure.

Ergon. Work.

Gamos. A marriage.

Ge. The earth.

Genos. Kin, race.

Gonia. A corner, an angle.

Gramma. A letter.

Grapho. To write.

Heteros. Other, different.

Hieros. Sacred.

Hodos. A way.

Homos. Like, similar.

Horizo. To bound or limit.

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these:

TOPIC XII.-Lesson VII.

Hudor. Water.

Idios. Peculiar.

Isos. Equal.

Kosmos. Order, the world.

Kuon. A dog.

Laos. The people.

Lithos. A stone.

Logos. A word, a discourse.

Mania. Madness.

Martur. A witness.

Mechane. A contrivance.

Metron. A measure.

Mikros. Small.

Monos. Alone.

TOPIC XII.-Lesson VIII.

Neos. New.

Nomos. A law.

Ode. A song.

Optoniai. To see.

Onoma. A name.

Organon. An instrument.

Orthos. Right.

Otkos. A house.

Pan. All.

Pathos. Feeling.

Pente. Five.

Petra. A rock.

Phileo. To love.

Phone. Voice or sound.

TOPIC XII.-Lesson IX.

Papa. You see now, Arthur, you have everything, and when you are called upon to analyze a word you have only to turn to the pages containing the roots, prefixes and suffixes, and you can easily manage that dreadful task, the Derivative Exercise. Let me have your book. Why, here is an exercise showing you exactly what to do.

THE DERIVATIVE SLATE EXERCISE.

Dis - cern - ing, distinguishing.

As - cert - ain, to find out certainly.

Ex - cite - able, easily stirred up.

SENTENCE.

He has a distinguishing mind.

We must ascertain the truth.

The old man was excitable.

En - circ - ling, surrounding.

Un - civil - y, in a rude manner.

Pro - clamat - ion, publishing by authority.

Encircling hands kept all in place.

We were answered uncivilly.

The President issued the emancipation proclamation.

TOPIC XII.-Lesson X.

EXERCISE PREPARATORY TO THE DERIVATIVE EXERCISE.

PREFIXES AND DEFINITIONS.

Ad, ac, af, ag, al, an, Super, sur. Over, Juxta. Next. more than. Mal. Bad. ap, ar, at. To or at. Con, com, co, col, cor. Sym, syl, syn. To- Mis. Wrong. Mono One. With or together gether. Mitti. Many. Ampli. Both, two. with. Ante. Before. Non. Not. Di, dis. Two. Anti Against. Oct. Eight. E, er, et. Out. Be. Upon. Bi. Two. In, im, il, ir. Not. Omni. All. Out. Exceed. Ob, op. Opposition. Circum. Around. Ovi. Egg. Rect, recti. Right. Semi, hemi, demi. De. From, down. Half. Dia. Through. Para. Contrary. Pen. Around. Pieni. Full. Bv. Sub, suf Under, less Per. Dis. Not, un. Poly. Many. after. A. In, into, to, to- Equi. Equal. Post. After. Extra. Beyond. Pre. Before. ward. Preter. Beyond. Ab. From. Hypo. Over. Stereo. Solid. Tri. Three. Pro. For. Trans. Across, again, Un. Not. Proto. First. Quad. Four. through. Re. Again, back.

TOPIC XII.-Lesson XI.

SUFFIXES AND DEFINITIONS.

Ab, ac, ar, ary, ic, ite, En, fy, ize. To make. Hide. State, being. ial. Pertaining to. Ery. Act or art. Ward. Toward. Able, ible, ble. That Ess, ress. Female. may be. Full. Full of. An, ast, a, eer, ian, Less. Without. ist, ite, or, san. The Sing, kin. Little. person who. Ance, ancy, evey, cy, Ly. Like. ity, ty, ude. State, Ness. State of. Oiel. Recently. condition or art. Ant, ent. The person Very. Quality. or thing. Rick. Office. Ate. To make. Ship. Condition. Ed. Did. Some. Full of.

If. Plenty. Head, hood. ter or state. Ing. Continuing. Cle, ock, will. Young. Ion, ment, ure. State, art. Ish. Somewhat. Ism. Doctrine. Ity. Being. Ive, ous. Having the quality of.

TOPIC XII.-Lesson XII.

DERIVATIVE EXERCISES.

PREFIX.	RCOT. S	UFFIX.	DEFINITION.
Re -	deem -	er,	one who redeems or ransoms.
En -	grav -	er,	one who engraves.
In -	sert -	er,	one who inserts.
Inter -	pos -	ing.	placing between.
Trans -	gress -	ion,	the violation of a law.
With -	draw -	al,	to withdraw, to remove.
Un -	bind -	ing,	to let loose, to unfasten.
Trans -	act -	ing,	performing, conducting.
In -	alien -	able,	that cannot be transferred.
Tri -	en -	nial,	happening every three years.
Super -	annu -	ated,	impaired by old age.
U -	nanimous	- ly,	of one mind.
ln -	anim -	ate.	lifeless.
In -	articul -	ate,	indistinct.
Ab -	brevi -	ate,	to shorten.
Pre -	cis -	ion.	exact limitation.
Pre -	cise -	ly,	exactly.
In -	cendi -	ary,	one who sets houses on fire.
Con -	cept -	ion,	notion, idea,
In -	cipi -	ent,	commencing.
Par -	ticip -	ate,	to share.
As -	cert -	ain,	to determine.
Dis -	cern -	ment,	judgment.
Dis -	crimin -	ation,	distinction.
Per -	cent -	age,	an estimate by the hundred.
Precon -	cert -	ed,	planned together beforehand.
Re -	cit -	ation,	rehearsal.
In -	ciner -	ate,	to burn out.
In -	ciner -	able,	that may be burned to ashes.
Semi -	cir -	cle.	half a circle.

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FOURTH GRADE.

TOPIC I.-Lesson I.

THE VERB.

The first thing that Bright calls for in this grade is the use of the term verb, present, past, future and perfect, as applied to verbs. In order to comply with this, as we wish Bright to be our basis, we think nothing can answer the purpose better than to review the Second Grade work. Most of this is in Part I., but pupils who have not been supplied with that book, or have given it to younger members of the family, can be furnished in some other way, for the first session of Fourth Grade. There is no reason why we should repeat this work in Part II., and there are many reasons to prevent our doing so, principally to avoid multiplying pages.

TOPIC I.-Lesson II.

TRANSITIVE VERBS.

Exercise III.—Part I., page 50.

TOPIC I.-Lesson III.

INTRANSITIVE VERBS.

Exercise IV. of same part and page; Intransitives.

TOPIC I.-Lesson IV.

CHANGE OF PERSON AND NUMBER.

Add all that may be needed by the class of Exercise V., Part I. Lessons V., VI., VII., VIII., IX. and X., reviewing as may be needed, action, being and kind words, also Regular and Irregular, Transitive and Intransitive.

Exercises VII., VIII, IX., X., XI. and XII. Here we have come again to the "Sailor Boy," and two years later our pupils should be able to do much more than on the occasion of their writing in the Second Grade. "Playing School" also comes into these exercises. In this grade the story-writing should cease to be babyish.

TOPIC I.-Lesson XI.

CRITICISM.

This lesson may be employed in criticising the stories alluded to above; or if they have not been written, in given outlines.

TOPIC I.-Lesson XII.

REVIEW.

A Review of the Exercises given above.



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SPRING-TIME.

TOPIC II.-Lesson I.

PUNCTUATION AND CAPITALS.

As this calls for Punctuation and Capitals, see rules for Punctuation, page 75; besides which we here give examples illustrating those rules. The numbers following the examples correspond with the number of the rule.

Examples Illustrating Rules for Punctuation.

- 1. Jesus wept. [R. 1.]
- 2. Is it true? [R. 2.]
- 3. O my God, I submit! [R. 3]
- 4. James lives in London. [R. 4.]
- Lily, go to Mary and say:
 "Mary, mamma wants you, please." [R. 5.]
- 6. He said: "Never mind."
 [R. 6.]
- 7. The Almighty Ruler knoweth His subjects. [R. 7.]
- 8. James First of England, son of the unfortunate Mary. Honorable Sir, Most Respected Master. [R. 8.]
- 9. How few can be trusted! [R. 9.]
- Mr. C. W. Wells, St. Louis, Mo.

- 10. Are'nt you afraid to go? [R. 10.]
- 11. When papa comes, let me know. [R. 11.]
- 12. Mr. O. W. Holmes. [R. 12.]
- 13. Happy, Happy Childhood.

 The Influence of Childhood.

 (Subject for composition.)

 [R. 13.]
- She had not room for the word morning; she divided it thus, morn-ing. [R. 14.]
- The roots were Anglo-Saxon.
 [R. 15.]
- 16. The word was divided thus, in-di-vid-ual. [R. 16.]
- I tell you I cannot, cannot do it. [R. 17.]
- Mr. T. H. Holden, Book Agent.

The above examples illustrate all the rules given in Letter-Writer, Part I. Those in Part II. will come in later. As they are mostly rules that have been used up to this, they need only reviewing, and should, therefore, require no more time than that given to prepare a lesson.

TOPIC II.-Lesson II.

RULES PRACTICED.

Some Dictation exercise that will test pupils' knowledge of the Rules of Punctuation.

TOPIC II.-Lesson III.

USE OF RULES.

Take some one of the stories you have written, and see what punctuation rules it calls for.

TOPIC II.-Lesson IV.

ORDERS ON GOODS, PUNCTUATION OF SAME.

See Letter-Writer, 11th Letter, Third Grade. Write three such orders and tell what rules of punctuation you have used.

TOPIC II.-Lesson V.

A DIALOGUE ON A LETTER.

Write a dialogue on the 12th Letter, Third Grade.

TOPIC II.-Lesson VI.

MAKING BILLS.

Write five bills after the plan of 13th Letter, Third Grade. Tell about the Punctuation and Capitals.

TOPIC II.-Lesson VII.

SENDING BILL A DISTANCE.

Address to some firm in St. Louis, N. Y., or Chicago, orders like that in 15th Letter, Third Grade.

TOPIC II.-Lesson VIII.

LETTER WRITING.

Tell all that you notice in the last letter of Third Grade.

TOPIC II.-Lesson IX

CAPITALS AND PUNCTUATION IN YOUR READER.

Select some lessons from your Reader for the purpose of noting the Punctuation and Capitals.

TOPIC II.-Lesson X.

Dictation Exercise for the Punctuation.

TOPIC II.-Lesson XI.

Review of rules for Punctuation and Capitals from 1st to 20th.

TOPIC II.-Lesson XII.

In addition to the rules learned concerning Capitals, commit the following to memory:

There should be a Capital-

- 1. At the beginning of every sentence.
- 2. At the beginning of proper nouns and adjectives.
- 3. At the beginning of the first word of every line of poetry.
- 4 At the beginning of abbreviations of titles.
- At the beginning of the names of months and days of the week.

 At the beginning of names of the Deity and of personal pronouns representing them.

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7. The pronoun I and the interjection O, and single letters used in abbreviation of proper nouns must be written in Capitals.

TOPIC III.-Lesson I.

RULES FOR SPELLING.

For this see Exercise XIII., Part I. Rules are given in Sixth Grade.

TOPIC III.-Lesson II.

FINAL E.

Write ten words illustrating the rule for final e. Twenty when the e is retained.

TOPIC III.-Lesson III.

FINAL Y.

Give the rule for final y. Write ten words illustrating it; and ten more showing when the y is retained.

TOPIC III.-Lesson IV.

WORDS TO FIND THE RULES.

To which of these rules do peaceful, army, essay and causeless belong?

TOPIC III.-Lesson V.

WORDS FOR THE RULES.

To what rules do the words hotter, blotted, permitted, belong? Give the cases wherein the consonant is not doubled.

TOPIC III.-Lesson VI.

RULES FOR FORMING THE PLURAL AND ITS EXCEPTIONS.

Illustrate the general rule for forming the Plural and the Exceptions to this rule.

TOPIC III.-Lesson VII.

FIGURES, LETTERS AND SIGNS MADE PLURAL.

How do figures, letters and signs form their Plurals? Give examples.

TOPIC III.-Lesson VIII.

THE POSSESSIVE. -- RULE AND EXCEPTION.

Give the general rule for forming the Possessive; and the exceptions. Write twenty words illustrating both.

TOPIC III.-Lesson, IX.

PRINCIPLES FOR PRONUNCIATION FROM WEBSTER'S UNABRIDGED.
Give 1st, 2d, 3d, 4th and 5th Principles for Pronunciation.

TOPIC III.—Lesson X.

PRINCIPLES OF PRONUNCIATION.

Repeat 6th, 7th, 8th, 9th, 10th and 11th principles.

TOPIC III.-Lesson XI.

PRINCIPLES APPLIED TO SUCH WORDS AS, HEIR, THEIR, PREY, ETC.

Give the principles that refer to heir, their, prey, myrtle, height, bind, beaufin, sieve, been, caprice, thirsty and identical.

TOPIC III.-Lesson XII.

PRINCIPLES OF PRONUNCIATION.

What principle is shown by the words one, knowledge, flood, more, wolf, drew, should, beauty, feud, does, fly, push?

TOPIC IV.-Lesson I.

THE IRREGULAR VERBS.

Again we must go back to Topic II.

Use the Irregular Verbs in a dialogue similar to Topic II., o. Second Grade.

TOPIC IV.—Lesson II.

NOMINATIVE FORMS.

Write a dialogue of fifteen to twenty lines illustrating the Nominative forms.

TOPIC IV.-Lesson III.

OBJECTIVE FORMS.

Do the same showing the Objective forms.

TOPIC IV.-Lesson IV.

Possessive Forms.

For the dialogue illustrating Possessive forms, read carefully Exercise XIV., Part I.

TOPIC IV.-Lesson V.

. TRANSITIVE AND INTRANSITIVE VERBS.

Write ten sentences containing Transitive and twenty containing Intransitive Verbs.

TOPIC IV.-Lesson VI.

IRREGULAR VERBS.

Give ten sentences, each containing an Irregular Verb.

TOPIC IV.-Lesson VII.

BEING, STATE AND ACTION WORDS.

Write twenty sentences containing Being words, five containing State words, and ten containing Action words.

TOPIC IV.-Lesson VIII.

PLACING WORDS IN THEIR RESPECTIVE COLUMNS.

Place in their respective columns ten each of the following words: Being, Action, State, Time, When and Where words, and select from your Reading Lesson all the Being, Action and State words that you can find.

TOPIC IV.-Lesson IX.

VERBS.

How many different kind of Being words do you know? How do you form the Present? The Past? The Future?

TOPIC IV.-Lesson X.

VOWELS AND CONSONANTS.

Write the names of all the Vowels and Consonants.

When are w and y used as Vowels?

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Exer-

ining

Ans.—W and y are consonants when they begin a word or syllable, but in every other situation they are vowels.

Vowels are pure tones or voice letters.

Consonants cannot be fully sounded without the aid of the vowels.

Examples .- W as a consonant, wrap.

W as a vowel, draw, crew, now.

Y as a consonant, youth, yet, yes, year, York.

Y as a vowel, rhyme, system, party, pyramid.

TOPIC IV.-Lesson XI.

MARKING WORDS.

Turn to Topic V., Third Grade, and take therefrom thirty words, divide them into syllables and mark their accent, their vowels and consonants.

TOPIC IV.-Lesson XII.

WORDS PRONOUNCED ALIKE BUT SPELLED DIFFERENTLY.

Write the words corresponding to each of the following:

Air, lie, oar, isle, alter, awl, allowed, bin, bettor, dents, fur, flee, grater, lief, hire, lye, mite, quartz, skull, so, shone, side, sighs, sleigh, vane, vail, waste, presence, lent, hare, forth, choir, groan, peace, vein, pried.

Review before taking up next quarter's work.

TOPIC V.-Lesson I.

PERSONAL PRONOUNS.

	Nom.	Poss.	Овј.	Interrog.	SIMPLE RELATIVES.
First P.				Sing. & Plu.	
Sing. Plural.	I We	My or mine Our or ours	We Us	Who	Who, which, what and that.
The state of the state of		0 11 01 0110	7.5	Whose	W1
Sec. Per.				Whom.	Whoever, whosoever.
Sing. and Plural.	You	Your	You		Whichever, whichsoever.
					Whatever, whatsoever.
Third P.	They	Their	Them		
Sing. and Plural.		Its	It		

TOPIC V.-Lesson II.

Nominative, Possessive and Objective forms of Pronouns, represented in another way.

	SING	GULAR.	PLURA	L.			SINGU	LAR.	PL	URAL.
Nom. Poss. Obj.	I My Me	, mine	We Ours Us		No Pos Obj	88.	You Your, y You		Ye, y Your You	
Nom. Poss. Obj.	He, His Hin	it , it	They Their, Them			is.	She Her, he Her	ers	They Their Then	theirs
SIMPL PERSONA			POUND SONALS.	SIMP			OMPOUND CLATIVES.		RROG-	Posses-
I, thou He, she, We, our, My, mine Ye, you, Your, thy Thine, th His, Him Her, its, Their, th	it us vee		lf lves selves			Who Whi Whi	pever psoever chever chsoever atever atsoever	Who Who	ich	Mine Thine His Hers Ours Yours Theirs

TOPIC V.-Lesson III.

This is the opening of a new quarter's work, commenced in most cases after the November examination. Bright calls for the use of the *Pronoun* in this year's work, and there can be no better time than the Second Quarter of Fourth Grade.

THE PRONOUN.

- I, thou or you, he, she and it, are leading Pronouns, the
 others are only variations of these five. Mine and thine are used
 in the solemn style.
- When there are two forms of the possessive case, one of them is used when the name of the thing possessed is expressed; the other when it is omitted.

Examples.—That is your book, but this is mine.

This is my book, but that is yours.

3. Sometimes *we* is used to mean but one. This is called the "editorial we." But though only one person is meant, the verb must agree with its subject in person and number.

Example. - We are inclined to think.

4. It is used indefinitely with the verb to be, in the third person singular, for all genders, numbers and persons.

Examples.—It is I. It is we. It is they. It was she.

5. When self or selves is added to the personal pronouns, they are called "Compound Personal Pronouns." They are: myself, ourselves, thyself or yourself, yourselves, himself, herself, itself, themselves. These are used for the sake of emphasis.

Examples.—I will go myself.

It was she, herself, who told me of it.

6. The compound relatives have only a nominative form.

TOPIC V.-Lesson IV.

Words Used as Adjectives and Pronouns.

7. In some cases, words that we have been calling "Pointing-out Words, "are used as prorouns, as when speaking of two objects, we say:

Examples.—This is my father. That is my brother.

Here this and that take the place of name words.

8. Sometimes each, every, either and neither, are used as pronouns.

Example.—Either [friend] will come.

- The relative pronouns stand for some noun before them in the sentence.
- 10. Who, which and that, are relatives. That only when it is used for who or which. That is often an adjective and sometimes a conjunction.
 - 11. What. In the sentences, "I took what was offered;" I

ch, and that,

LATIVES.

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hsoever.

tsoever.

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LURAL.

you r, yours

y ir, theirs

Possessives.

Mine Thine His Hers

Ours Yours Theirs

in most se of the than the took the orange that you gave," or "I took that which you gave me," when what can be replaced by that which, it is a pronoun.

- 12. Who, which and what, have sometimes the words ever or soever, annexed to them, and each combination of this sort is called a Compound Relative.
- 13. When these three words are used in asking questions they are called Interrogatives.

TOPIC V. Lesson V.

ADJECTIVE PRONOUNS.

- Adjective Pronouns are so called because they partake of the properties of both adjectives and pronouns.
- 2. There are four sorts of adjective pronouns, namely: Possessive, Distributive, Demonstrative and Indefinite.
- 3. The Possessive Pronouns relate to possession or properly. They are: My, thy, his, her, its, our, your, their.

In most grammars the Possessive Adjective Pronouns, my, thy, her, our, your, their, are classed with the possessive cases, of the personal pronouns, mine, thine, hers, ours, yours, theirs, but there is an essential difference between them. The former cannot be used without nouns, and are consequently of the nature of adjectives; but the latter stand for or represent nouns, and are, therefore, genuine pronouns.

TOPIC V. Lesson VI.

THE NOUN SELF.

The noun **self**, and its plural **selves**, are added to pronouns to mark the person with emphasis or apposition; thus, "You did it yourself," means emphatically you, and no other.

Pronouns formed in this way are called the Emphatic Pronouns.

They are also called the Compound Pronouns.

Own is frequently added to possessive pronouns, for the purpose of marking more strongly the relation of property or possession.

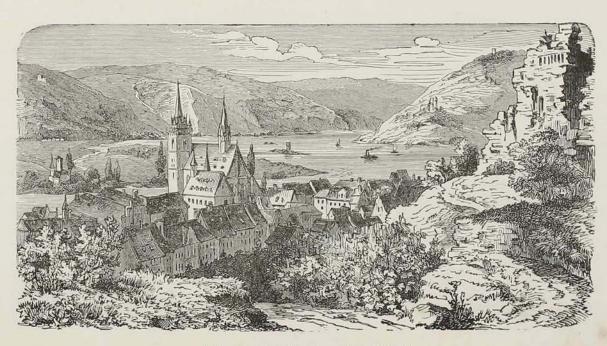
EXAMPLE. - My own house.

Compound Pronouns are called Reflective when they denote that the action is, as it were, reflected or thrown back upon the agent, or, in other words, when they denote that the agent and the object of the action are identical.

Examples.—They injured themselves. She hurt herself. "He who hath bent him o'er the dead."



XXXII.



"Bingen, Fair Bingen on the Rhine." XXXIII.

TOPIC V .-- Lesson VII.

EACH OTHER, ONE ANOTHER, ETC.

Each other and one another, are called Reciprocal Pronouns, because they denote the mutual action of different agents upon each other.

Examples.—They struck each other. Love one another.

Each other, is properly used of two, and one another, of more.

Each other and one another may be regarded as if forming one compound, having a possessive and an objective case, but strictly speaking they are distinct pronouns, having separate constructions. Thus in the above sentence, "They struck each other," each bears an adjective relation to they, and other is governed in the objective case by struck. A similar construction will apply to the sentence, "Love one another," in which one stands in the adjective relative to the nominative ye, understood, and another is governed by love.

The Distributive Pronouns are so called because they denote the persons or things that make up a number, as taken separately and singly. They are each, every, either, neither.

TOPIC V.-Lesson VIII.

Each properly denotes two persons or things, taken separately, and is, therefore, singular.

Example. — Each of you both is worthy.

It is, however, often used for every, and applies to more than two.

Example.—The four beasts had each of them six wings.

Every is applied to more than two persons or things, taken individually or separately, and is therefore singular.

Example.—Every boy in the school is constantly employed.

Either denotes one of two persons or things, and is therefore singular.

Example. - Either of them is sufficient.

It is sometimes used for each.

Neither means not either.

Example. - Neither of them is in fault.

The Demonstrative Pronouns point out the subjects to which they relate. They are this and that, with their plurals, these and those.

This, refers to the nearer person or thing; and that, to the more distant. Hence, this is used to denote the latter or last mentioned, and

that, the former or first mentioned. The same distinction is to be made between their plurals.

Example.—"Some place their bliss in action, some in ease; those call it pleasure, and contentment these."

TOPIC V.-Lesson IX.

YON, YONDER.

Yon, and its comparative yonder, should be added to the Demonstrative Pronoun.

Example.—" You flowery arbors, youder alleys green.

The Indefinite Pronouns are so called because they are used in an indefinite or general manner. The following are of this class: Any, all, few, some, several, one, other, another, none, etc.

Strictly speaking, all the indefinite pronouns are adjectives with their nouns understood, except one, other, and its compound, another, when they stand for and are declined like nouns, as in the following

Examples .- " One ought to know one's own mind.

"Do unto others as you would wish that they should do unto you."

"Teach me to feel another's woe."

Any is the diminutive of an or ane, and like it, it originally meant one. Any differs from an in its being applied to plural nouns.

All is applied to the whole of a quantity or number taken together.

Examples. - All the corn. All the men.

It is sometimes equivalent to every.

Example.—I will give you all the apples—or every apple—on that tree for a guinea.

TOPIC V.-Lesson X.

Review questions.

TOPIC V.-Lesson XI.

Composition on the Pronoun.

TOPIC V.-Lesson XII.

Criticism on this composition.

TOPICS VI. to IX.

Stories, Spelling, Capitals, Punctuation, Paragraphing and general appearance criticised. See list of subjects on page 65, Section I.; also Exercise on Description, page 41, of same Section.

For those who began this Grade in September it is now the beginning of the Third Quarter. Topic IX. is taken for the stories, but the teachers may use them instead of another lesson whenever they see fit.

"THE CROWNING OF THORNS."

[See Illustration.]

There is so much in the beautiful story of which I am to give you an extract, that I wish I could give it all in these pages. But this is not a story-book, even though it calls for stories.

Loretta Hammond was a sweet child of some twelve years, about five feet high, slenderly built. Her hair and eyes were of about the same color, if a person may be said to have auburn eyes. The hair hung in a double braid down to the neat, tapering waist, and the eyes, which could only look kindly, were ones that never saw sorrow unmoistened.

A well-trained little girl, with easy, graceful ways, and a sweet, rich voice. Lora, as she was called, had always had a number of admirers. None of these attractions were lost on the proud, tender mother. Yet, to have all returned to the bountiful Maker was her only wish. Ah! how carefully that mother watched every change of school and companions; for well she knew how much may be gained or lost in the companions of childhood.

There was in her room a picture of the "Crowning of Thorns," and this picture had to hear all Mrs. Hammond's joys and sorrows. One evening, after Lora had finished her school exercises for the following day, she glanced up quickly and found her mamma's eyes bent on her with loving-kindness. Hastily laying aside her slate and book, Lora seized her little ottoman, and seating herself thereon, with her elbows on mamma's lap, she said: "Now, mamma, my lessons are all finished. I have not had any extra play to-day, and I want so much to know if that picture, 'The Crowning of Thorns,' has a history."

Mrs. Hammond allowed one hand to rest on the fair head of her darling, as she repeated, "Has that picture a history? It has, indeed, darling; but I did not intend to tell it to you yet. However, as you ask it, and you are my only earthly treasure, the only one who must ever hear this from me, I will tell it to you, but on this condition, you are to make use of it whenever and wherever you can without bringing in mamma's name."

Lora looked serious. She had looked for nothing of this nature, but she wanted to hear the story, and besides, she wanted to do what mamma wished.

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"Well, darling, it is now twenty years since that picture was presented to me. Among my young friends was one we all called Vesta. She was everyone's favorite, was flattered by principals, teachers, pupils, companions, and, of course, by all at home. Vesta showed a special liking for me, a fact of which I was very proud, but a point so necessary to my happiness that I could not bear the thought of anyone ever coming across us that would steal from me the love I so highly prized. You see, dear Lora, there was nothing noble or elevating in this. was only a vanity arising from the fact that among all who sought the little belle, I was the chosen one. Every night as I knelt to implore Almighty God's blessing on my thoughts, words and actions, as with uplifted hands I implored my Creator to remove from me all occasions of sin, the conflict would arise in my heart, 'What would you do were God to take Vesta from you?' Even now, dear Lora, I blush to think that it was not the loss of Vesta I dreaded so much as the fear that I might be supplanted. See my mean, unworthy selfishness."

"No, no, mamma, you must not, indeed—you must not speak of my noble mamma in this way. I shall not stand it. But go on, dear

mamma, go on."

"One day, as I was preparing for my weekly confession, I resolved that I would pluck that poisonous weed out of my heart, and going into mamma's room I secured the door, and kneeling down by a statue of the Immaculate Conception I prayed my prayer. I have never told you that my papa was for some years very negligent in the performance of his religious duties. Indeed, it was, at this time, five years since he had been to confession. Some said he was too proud of his learning. and as I had once heard our priest tell us that for intellectual pride, than which none is more dangerous, we should pray to our Blessed Lord crowned with thorns, the picture came before my mind. I was looking up, for I had become very eager, and I said: 'Dear suffering Lord, by your Crowning of Thorns, give papa all that he needs, and I promisenever more to care for likes and dislikes.' With this, I glanced around, and who was sitting in the great arm-chair but papa! He appeared tobe sound asleep; but the next Saturday he went to confession, and that afternoon he presented me with that picture."

"O, mamma! but what became of Vesta?"

"The story is too long. Some Saturday afternoon I shall tell it to-

Now that we have stolen so much space for a story, we must makegood use of it, so that you may have another one. First we shall make an outline of it, so that you can follow the same plan of stories from your Readers.

What does the first paragraph of the story tell you? Who is the story about? Give her age, height, kind of hair and eyes. What is

said of the eyes and hair? What kind of a little girl must she, therefore be? Is she an orphan? Was there any, besides strangers, to know her good qualities? Was that one proud of them? What was her only What led to the telling of the story? What change did Lora make in her posture? Can you see, in your mind's eye, the picture of mother and child? If mamma told it to Lora as a secret, how did it get into this book, where so many will know all about it? Is this the very secret that is entrusted first to one, and in a short time thousands have it, but all in a secret? What is the story? Why was Vesta so much liked? What reason did Lora's mamma give her little daughter for liking Vesta? What was Lora's reply to her mamma's self-accusa-What about Lora's grandpa? Why did not Lora know this What is intellectual pride? Why is our Lord, crowned with thorns, invoked for this dreadful malady? What was Mrs. Hammond's prayer? What the result? Why is the picture of the Crowning of Thorns so dear to Mrs. Hammond?

You see now, dear children, how much the writing of a composition, or story, as we call our writings in this Grade, includes. write a story, another reads it and answers all the questions we have here asked, and so on all through the class, if you, have as you are required, each written a story. Sometimes, it takes an entire week to get a story corrected, when it is done on the plan we have used. If there are twenty little children in the class, there are that many stories and that many little critics. There is the spelling to be talked about, the punctuation and capitals, the paragraphs, the title of the story on which so much depends, the legibility of the writing, and above all, the special points given by your teacher for the first criticism. Then the time it may take each one to write. Some may bring their work in the next morning, neatly and correctly done; others say they have not finished, may not have made an attempt. But, most likely, the teacher will see that the required story makes its appearance, even though it should be at the end instead of at the beginning of the week.

Now, pay attention! When you see a lesson has for its work "a story," or a history of some kind, a sketch, and so on, you will also see that the two or three following lessons call for some rules of spelling, punctuation, capitals and so on. All this is to call pupils' attention, not to the work of others, but to their own. "You are to learn to do by doing."

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HOW GRANDMA WAS SURPRISED.

[See Illustration.]

It is a bright, beautiful afternoon in a little village, near the great city of New York. Myrtie's grandma is sitting in her cozy little room knitting, when she sees her little grandchild holding her hand over her mouth, looking as if she would like to hold something back that was determined to come out. Grandma was usually Myrtie's confidente, so she kindly asked her, "Has Myrtie something to tell grandma?"

Poor Myrtie! she could not help it, indeed she could not; so she said: "O, grandma, if you will never tell."

"Very well, it is easy to keep that promise, I presume, so I am ready to assume the responsibility."

So Myrtie went on: "You know, grandma, to-morrow will be your birthday. You will be seventy-five years old, and you are to receive that many presents. Oh, it is to be such a great, great surprise! Every one is making something. Mamma's gift is a crocheted bedspread; papa has bought such a lovely carriage, just for yourself when you go to Mass in the morning; Uncle George got the harness; Aunt Anne is to get the buffalo robe for the cold weather; Cousin Horace is to drive every other week with Fred., and, and—ob, grandma! oh, don't let on! here is mamma coming."



TOPIC X.

Principles of Pronunciation. (Concluded.)

- 62. B. The sound represented by this letter, which is unmarked, is heard in the words barn, rob, labor, table, etc.
- 63. C, marked c (soft c), has the sound of s, as in cede, trace, acid, cypress, etc.
- 64. C, also has the sound of k when it comes before a, o, u, l or r, before k, s nor t final, and when it ends a word or syllable, as in call, cut, cot, etc.
- 65. C, has the sound of z in the words sacrifice, rice, suffice and discern.
- 66. Ch, unmarked, has very nearly the sound of tsh, as in much, riches.
- 67. Ch, marked ch (French), has the sound of sh, as in chaise, machine.
- 68. Ch (Latin ch), has the sound of k, as in chorus, epoch. The words cherub and charity, with their derivatives, are exceptions.

- 69. Ch is silent in the words drachm, schism.
- 70. D. The sound of d, unmarked, as in dale, sad, rider.
- 71. F. The sound of f, unmarked, as in fame, leaf, softly.
- 72. G (hard), as in go, get, gave, keg, smuggle.
- 73. G (soft), has the sound of J, as in gem, rag, caged, engine.
- 74. In a few words from the French, g retains the sound of zh, as in mirage, rouge, etc.
- 75. Gh. This digraph, unmarked, at the beginning of a word, has the sound of g hard, as in ghost, gherkin.

It is silent after the vowel i, as in high.

In the words draught and laughter it has the sound of f_*

Sometimes it has the sound of k, as in lough, shough.

In the word hiccough, it has the sound of p.

- 76. H. This letter, unmarked, is a mere breathing, and represents no fixed configuration of the vocal organs.
- 77. J. This letter, which is unmarked, has very nearly the sound of dzh, being precisely the same as that of g soft, as in jar, jeer, joke, etc.
- 78. K. This letter, which is unmarked, has one uniform sound, as heard in keep, king, kitchen, etc.
- 79. L. The sound of l, unmarked, as heard in left, bell, chalice, melting, etc.
- 80. M_{\star} The sound of m_{\star} unmarked, as heard in make, aim, clamor, armed, etc.
- 81. N. The sound of n, unmarked, as heard in nail, ten, panel, entry, etc.
- 82. The sound of n, as heard in linger, link, uncle, etc., marked, N, n.
 - 83. The sound of ng, unmarked, as in sing, singer, singly, etc.
- 84. The sound of p, unmarked, as heard in pay, ape, paper, aptly, etc.
- 85. Ph. This digraph, which is unmarked, occurs chiefly in words of Greek derivation, and has usually the sound of f, as in phantom, sylph, philosophy, etc.
- 86. Q. Q is followed in all cases by u, these two letters taken together, have usually the sound of kw, as in queen (kween), conquest (konk-west).
- 87. R. This letter, which is unmarked, may be viewed under three aspects: as in rip, trip, carol, etc. Sometimes called rough, trilled, dental, or initial r.

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marked,

n cede,

, u, l or , in call,

ffice and

, as in

chaise,

epoch.

90. S, unmarked has its regular sharp or hissing sound, as in same, yes, massy, resting, etc.

91. S, when marked thus, S, s, has the buzzing sound of z in

zeal, as in has, amuse, rosy.

95. Sh. This digraph, which is unmarked, represents the simple sound heard in shelf, flesh.

96. T. The sound of t, unmarked, as heard in tone, note, noted, assets, etc.

98. Th, unmarked has its sharp or whispered sound, as in thing, breath, author, athlete, etc.

99. Th has its soft, flat, or vocal sound, in such words as thine, then, with, mother.

101. V. The sound of v. unmarked, as in vane, leave, civil.

- worse, inward, this letter, which is unmarked, is a consonant, formed from, and nearly resembling, the vowel oo, but requiring for its utterance a closer position, or greater contraction, of the labial aperture; and this compression of the lips changes the quality of the sound, giving it a buzzing and articulative, instead of a smooth and purely vocal character.
- 103. Wh. The true sound of these letters is in the reverse order, viz: hw, as they were written by the Anglo-Saxons; e. g., whet is pronounced hwet, the h is here a free emission of breath through the position taken by the lips in the formation of w.
- 104. X. This letter has two sounds, viz.: its regular sharp sound, unmarked, like ks, as in expect, and its soft or flat sound, marked X, x, like gz, in exist.
- 105. Y. The sound of y, unmarked, as in yawn, year, young, beyond, etc.
- 106. Z. The regular and leading sound of this letter, which is unmarked, is heard in zone, maze, hazy, frozen, etc.
- 107. Zh. This sound is the vocal correspondent of sh, and is uttered with the organs in precisely the same position.
- 118. It is a just principle, laid down by Walker, that, "when words come to us whole from the Greek or Latin, the same accent ought to be preserved as in the original. Hence the following words ought to be accented as here marked, viz.: Abdo'-men, hori'-zon, deco'-rum, diplo'-ma, muse'-um, sono'-rous, acu'-men, bitu'-men, and, on like grounds, farra'-go, and others.

Yet the strong tendency of our language to accent the antepenultimate in all words of three or more syllables has caused this principle to be violated in some cases, as in am'-azon, cic'-atrix, min'-ister, or'-ator, pleth'-ora, etc.

119. Words of more than two syllables having the same orthog-

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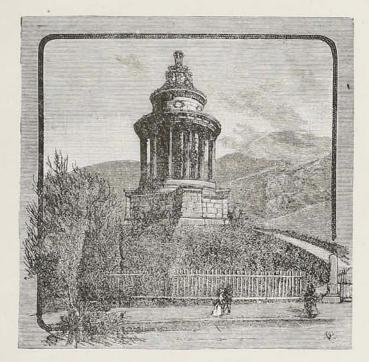
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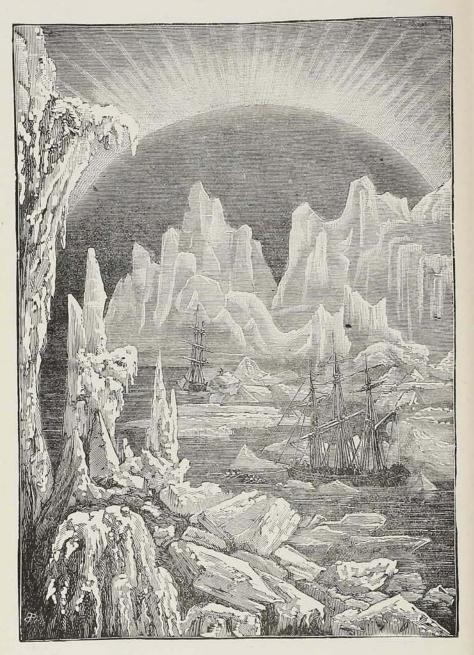
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BURNS' MONUMENT.

XXXIV,



The Arctic Sea. xxxv.

raphy are generally distinguished by a difference of accent further from the end.

120. With a very few exceptions words of more than two syllables having the following terminations take the accent on the antepenult, or last syllable but two: cracy, as democ'-racy, theoc'-racy; ferous, as somnif'-erous, umbellif' erous; fluent, as af'-fluent, circum'-fluent; fluous, as mellif'-luous, super'-fluous; gonal, as diag'-onal, hexag'-onal; gony, as cosmog'-ony, theog'-ony; grapher, as lexicog'-rapher, stenog'-rapher; graphy, as photog'-raphy, typog'-raphy; loger, as philol'-oger, astrol'oger; logist, as entomol'-ogist, physiol'-ogist; logy, as chronol'-ogy, mythol'-ogy; loquy, as col'loquy, solil'-oquy; machy, as logom'-achy, theom'-achy; mathy, as chrestom'-athy, polym'-athy; meter, as barom'-eter, hygrom'-eter; metry, as altim'-etry, geom'-etry; nomy, as astron'-omy, econ'omy; parous, as ovip'-arous, vivip'-arous; pathy, as ap'-athy, antip'-athy; phony, as antiph'-ony, coloph'-ony; scopy, as aeros'-copy, deuteros'-copy; strophe, as apos'-trophe, catas'-trophe; tomy, as anat'-omy, lithot'-omy; trophy, as at'-rophy, hyper'-trophy; vomous, as flammiv'-omous, igniv'-omous; vorous, as carniv'-orous, graminiv'-orous.

123. Words ending in *ic* and *ics* derivatives form words in *ikos* or *icus*, in Greek or Latin, or formed after the same analogy, have their accent on the penult; as epidem'-ic, scientif'-ic, etc. The following words are exceptions, having the accent on the antepenult, viz.: ag'-aric, Ar'-abic, arith'-metic, ar'-senic (n.) cath'-olic, chol'eric, ephem'-eric, her'-etic, lu'-natic, pleth' oric, pol'-itic, rhet'-oric and tur'-meric. Climacteric has usually the antepenultimate accent, though some pronounce it climacter'-ic. In like manner, the nouns empiric and schismatic, and the noun and adjective splenetic, are sometimes accented on the penult, and sometimes on the antepenult.

124. The Terminations *E-al*, *E-an* and *E-um*. A part of the words having these terminations follow the English analogy, and take the antepenultimate accent; as ceru'-lean, hyperbo'-rean, Her-cu'-lean, Mediterra'-nean, subterra'-nean, Tarta'-rean, marmo'-rean, petro'-leum, perios'-teum, succeda'-neum. A part accent the penult; as adamante'-an, Atlan te'-an, colosse'-an, empyre'-an, Epicure'-an, Europe'-an, pygme'-an; mausole'-um, muse'-um. Orphean, being derived from Or'-pheus, is more properly accented Or'-phean.

Most words ending in *eal* accent the antepenult; as lin'-eal, ethe'-real, fune'-real; but hymene'-al, and ide'-al, take the accent upon the penult.

125. The Termination ose. There is a considerable number of adjectives ending in ose, as animose, comatose, operose, etc., in the accentuation of which the dictionaries are at variance with each other, and many of them inconsistent with themselves.

But all words of this class, as Walker remarks, ought, from their form and derivation, to be pronounced alike.

Walker himself accents them all upon the last syllable, and in this he is followed by Worcester and Cooly; but, in trisyllables having this termination, most recent authorities, following the natural tendency of the language, as well as the prevailing usage, give only a secondary accent to the last syllable, placing the principal accent on the antepenult.

TOPIC XI.-Object Lessons. .

The Eleventh Topic of Fourth Grade cannot be more profitably spent than in Reading some of the Lessons from Sheldon for Dictation Exercise.

Wax candles are manufactured from two kinds of wax—animal and vegetable. Beeswax is a substance secreted by bees on their bodies, and of which they construct their cells.

For the methods of obtaining the wax, see the lesson on "Beeswax."

The insect wax of China is the product of a small white insect, which deposits it upon the trees on which it feeds.

Of the vegetable waxes, the Japanese, the palm wax, of New Granada, and the myrtle wax of the United States, are the principal.

Of these the myrtle or barberry wax is used most extensively, and is becoming an important article of commerce.

The Japanese and myrtle wax are obtained from berries, and the palm wax from bark.

Wax candles are generally made by pouring the melted wax over the wicks, and rolling them, during the process and at its close, between two marble slabs, in order to give them shape. Moulds of glass encased in gutta-percha are sometimes used.

A WAX CANDLE.

Qualities.—Cylinder, hard, opaque, yellowish white, the wax is sticky, fusible, the wick is inflammable, tough, white, fibrous, flexible.

Parts:—The wick, wax, the surface, faces, ends, edges, top, bottom, middle; to give light.

BREAD.

Qualities.—Edible, moist, wholesome, solid, nutritious, porous, opaque, absorbent, brittle, brown.

Uses .- The crumb is yellowish-white, soft when new; to nourish.

SALT.

Qualities.—White, hard, sparkling, sapid, granulous, sapid or has a taste, salt or saline, hard, opaque, soluble, fusible, preservative.

Uses.—To flavor food; to preserve from putrefaction; to manure land.

WATER.

Qualities.—Liquid, reflective, glassy, colorless, inodorous, transparent, cleansing.

Uses .- To cleanse, to fertilize, to drink, for cooking purposes.

MILK.

Qualities.—White, liquid, opaque, sweet, wholesome, nutritious, greasy.

Uses.—To make cheese, butter, puddings, to drink; food for young animals.

RICE.

Qualities.—It is white, hard, opaque, smooth, stiff, bright, solid, porous, absorbent, wholesome, nutritious.

Uses .- To nourish.

LOAF SUGAR.

Qualities.—Soluble, fusible, brittle, hard, sweet, white, sparkling, solid, opaque.

Uses .- To sweeten our food.

GINGER.

Qualities.—Pungent, dull, hard, dry, fibrous, aromatic, tough, opaque, wholesome, medicinal, jagged, light brown.

Uses .- To flavor food; for medicine.

AN UNCUT LEAD PENCIL.

Qualities.—Hard, odorous, long. Parts.—Surface, face, ends.

BARK OF THE OAK TREE.

Qualities.—Brown, rough on the outside, smooth on the inside, opaque, dry, inflammable, stiff, solid, dull, durable, fibrous, astringent.

Uses .- To guard the tree from injury; for tanning.

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TOPIC XII.

ADVERBS.

PLACE.	TIME.	CAUSE.	MANNER.	Degree.	MODEL ADV.
Above Below Down Up here Hither There Where Herein Hence Thence Whence Everywhere Far back Yonder Fourth Away Abroad Aloft Forwards	Again After Ago Always Anon Early Ever Never Frequently Hereafter Hitherto Immediately Lately Now Often Seldom Soon Sometimes Then	Cause. Where- fore There- fore Then Why	Manner. Anyhow Amiss Asunder Badly Easily Foolishly Sweetly Certainly Surely Verily Nay Not Nowise Perhaps Perchance Probably	As Almost Altogether Enough Even Equally Much More Most Little Less Least Wholly Partly Only Quite Scarcely Nearly Too	
First Secondly Wherever	When While Until			Chiefly Somewhat	

LIST OF PREPOSITIONS. "

A, abroad, about.	Far, from, in, into.
Across, against.	Like, notwithstanding.
Among, athwart.	Of, off, on, over, out.
Before, behind.	Past, round.
Beneath, beside.	Save, since, till, through.
Between, betwixt.	Throughout, toward.
Concerning, down.	Under, into, up, upon.
During, ere, except.	With, within, without.

The above words to be used in this series. Others to be selected from the Readers, Geographies and Catechism exercises.

CONJUNCTIONS.

- 1. Conjunctions are usually divided into Copulative and Disjunctive.
- 2. Copulative Conjunctions are usually so called because they connect things which are to be considered jointly: as and, also, both.
 - 3. Disjunctive Conjunctions are so called because they imply

diversity, negation, doubt or opposition: as either or neither, nor, whither, lest, but, unless, yet, however, notwithstanding, nevertheless, though, although, than.

4. Conjunctions are also subdivided into-

Adversative: as but, however.

Causal: as because, for, since, that.

Comparative: as than.

Concessive: as though, although, albeit, yet.

Conditional: as if, except, unless.

Equality: as so as, as well as.

Exceptive: as unless.

Exclusive: as neither, nor.

Illative: as therefore, wherefore, then.

- 5. Conjunctional Phases or compound conjunctions are formed of two or more words: as, as if, as though, as well as, and also for as much as, etc.
- 6. Sometimes the same words are used as conjunctions in one place and as adverbs or prepositions in another. In such cases it will be easy to distinguish the preposition, because it always governs the objective case of a noun or pronoun expressed or understood: as "Go you before and I will go after." That is, "Go you before me, and I will go after you."

In the sentence, "He went down the street," down is an adverb, and street is governed by a preposition understood, as along.

It is not so easy in some cases to distinguish adverbs from conjunctions, nor is it of any great importance.

INTERJECTIONS.

Interjections are words or exclamations thrown in to express some sudden emotion of the mind: as Ah! For shame! O! Alas!

The following are interjections chiefly in use.

- 1. Of joy: as hey! heyday!
- 2. Of sorrow: as oh! ah! alas!
- 3. Of wonder: as ha! strange!
- 4. Of wishing or earnestness: as O!
- 5. Of pain: as oh! ah!
- 6. Of contempt: as fudge! poh! pish! pshaw! tush!
- 7. Of aversion as: foh! fie! fy! oh! begone! avaunt!
- 8. Of calling aloud: as ho! hello! soho!
- 9. Of exultation: as aha! huzza! hurra!
- 10. Of laughter: as ha! ha! ha!
- 11. Of salutation: as welcome! hail! all hail!
- 12. Of calling attention to: as lo! behold! look! see! hark!

selected

MODEL ADV.

Verily Truly

Not

No

Yes

Etc.

and Dis-

use they both.

y imply

13. Of commanding silence: as hush! hist! mum!

14. Of surprise: as oh! ah! hah! what! indeed!

15. Of languor: as heigh-ho!

16. Of approbation: as bravo! well done!

TOPIC XIII.

The following rules are a good means of selecting the various parts of speech and placing them in their respective columns. In the Fifth Grade they may be used for analysis and parsing, as well as for the same purpose in the Sixth Grade.

IMPORTANT RULES OF CONDUCT.

(FROM HILL'S MANUAL.)

Never exaggerate.

Never point at another.

Never betray a confidence.

Never wantonly frighten others.

Never leave home with unkind words.

Never neglect to call upon your friends.

Never laugh at the misfortunes of others.

Never give a promise that you do not fulfill.

Never send a present hoping for one in return.

Never speak much of your own performances.

Never speak much of your own performances.

Never fail to be punctual at the time appointed.

Never make yourself the hero of your own story.

Never pick the teeth or clean the nails in company.

Never fail to give a polite answer to a civil question.

Never question a servant or a child about family matters.

Never present a gift saying that it is of no use to yourself.

Never read letters which you may find addressed to others.

Never call attention to the features or form of anyone present.

Never refer to a gift you have made, or favor you have rendered.

Never associate with bad company. Have good company or none.

Never look over the shoulder of another who is reading or writing.

Never appear to notice a scar, deformity or defect of anyone

present.

Never arrest the attention of an acquaintance by a touch. Speak to her.

Never punish your child for a fault to which you are addicted your-self.

Never answer questions in general company that have been put to others.

Never, when traveling abroad, be over boastful in praise of your own country.

Never call a new acquaintance by the Christian name unless requested to do so.

Never lend an article you have borrowed, unless you have permission to do so.

Never attempt to draw the attention of the company constantly upon yourself.

Never exhibit anger, impatience or excitement, when an accident happens.

Never pass between two persons who are talking together, without an apology.

Never enter a room noisily; never fail to close the door after you, and never slam it.

Never forget that if you are faithful in few things, you may be ruler over many.

Never exhibit too great familiarity with the new acquaintance; you may give offense.

Never be guilty of the contemptible meanness of opening a private letter addressed to another,

Never fail to offer the easiest and best seat in the room to an invalid, an elderly person or a lady.

Never neglect to perform the commission which the friend entrusted to you. You must not forget.

Never send your guest, who is accustomed to a warm room, off into a cold, damp, spare bed, to sleep.

Never enter a room filled with people, without a slight bow to the general company when first entering.

Never fail to answer an invitation, either personally or by letter, within a week after the invitation is received.

Never accept of favors and hospitalities without rendering an exchange of civilities when opportunities offer.

Never cross the leg and put one foot in the street car, or places, where it will trouble others when passing by.

Never fail to tell the truth. If truthful, you get your reward. You will get your punishment if you deceive.

Never borrow money and neglect to pay. If you do, you will soon be known as a person of no business integrity.

Never write to another asking for information, or a favor of any kind, without enclosing a postage stamp for the reply.

Never fail to say kind and encouraging words to those whom you meet in distress. Your kindness may lift them out of their despair.

Never refuse to receive an apology. You may not revive friendship, but courtesy will require, when an apology is offered, that you accept it.

Never examine the cards in the card-basket. While they may be

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nt. lered. or none. writing.

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exposed in the drawing-room, you are not expected to turn them over unless invited to do so.

Never give all your pleasant words and smiles to strangers. The kindest words and the sweetest smiles should be reserved for home.

"Home should be our heaven.

We have careful thought for the stranger,
And smiles for the sometimes guest;
But oft for our own the bitter tone,
Though we love our own the best.
Ah! lips with the curl impatient—
Ah! brow with the shade of scorn,
'Twere a cruel fate were the night too late
To undo the work of the morn."—Hill's Manual.

THE STORY OF ST. AGATHA.

About the middle of the third century, or in the year 250, a brave soldier named Decius was made Emperor of Rome. Rome had become a very wicked city, and Decius feeling that some one must answer for this, was earnestly persuaded that the Christians were the offenders. The Goths, a warlike, troublesome band, where entering the Roman empire at this time, and Decius taking the battlefield for his share advised Quintianus, the Roman Governor, to see that the Christians atoned to the Goths for their past neglect.

Now Decius was really acting as he thought best, for being ignorant of the true faith, he believed that all their suffering was a punishment for other neglect of duty.

People became dreadfully frightened, many ran away, others entered dark living caves, many made their way to other places, but as is ever the case, God had a few devoted souls.

Palermo is a beautiful city of citrons and oranges, situated on the northern coast of Sicily. And here lived a beautiful noble maiden, Agatha. She had always begged God to keep her soul pure and stainless, and to give her the grace to die a martyr.

When therefore the proclamation of the Emperor was made known at her home, she was greatly overjoyed, for she knew then that her prayer had been granted. Agatha did not hide, did not run away, but went around each day among the poor and the ignorant, trying to bring them to the love of the only true and living God. Quintianus sent for her, and when he saw that face, beautiful even at rest, but still more so when it was lit up with zeal and love for God's honor, he not knowing anything about the interior beauty, thought only of keeping Agatha for his wife.

Like the devil, who never ceases, he tried to win Agatha by kindness. "I am very sorry, Noble Lady, that the Emperor's orders do not



SAINT AGATHA,

allow me to come to your rescue, but I will implore the clemency of Decius, in your behalf, and while waiting the result of my communication, I will not keep you in prison, but intrust you to the mother of a large family, who will take tender care of you until I can release you. Agatha did not understand the wicked designs of this bad man, yet she did not like him, nothwithstanding his seeming kindness. She went to the house of Aphrodisia, a woman far from that which Quintianus described. This Agatha was not slow in discovering. Aphrodisia had four daughters that the world thought handsome, but they were weak, silly women, who lived for dress, for pleasure of the lowest kind and for the flattery that wicked people like themselves poured upon them.

They would say to Agatha, "Let us see how well you will look in this suit. Oh my! how very beautiful you are!"

Agatha saw her danger and implored the Divine aid, which never failed her. When Quintianus sent for her again she was more firm than ever. This exasperated him to such a degree of passion, that he knew nothing cruel enough to inflict upon the tender virgin. He ordered her breasts to be cut off. He had her stretched on the rack and lighted tapers applied to her sides; her delicate body was rolled on sharp stones. No words can depict her sufferings, yet she never complained, but prayed for the grace of perseverance. That night she was thrown into prison, where she remained for three days. During this time our Lord sent

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His Apostle St. Peter to heal the wounds of St. Agatha. When Quintianus saw this he could no longer endure her among the living, and the noble, beautiful, Sicilian maiden suffered a most cruel death.

Are not most of the children of this, the nineteenth century, inclined to vanity, living for dress and show? Think of the daughters of that miserable woman, and again of the sweet St. Agatha. Which should we imitate? Let us take St. Agatha, as protectress against love of dress.



WHAT ETHEL FOUND IN HER STOCKING.

[See Illustration.]

, "Don't, Louie! I can't now. Some of those horrid live things have got into my shoe, and I can't walk. O, how can I ever get it out?"

"Take your shoe off, Sis. Let us see the thousand-legged thing."
With fear and dread, Ethel jerked off the shoe, then the stocking, yet no monster made its escape. Standing up, and looking closely down the long stocking, Ethel searched in vain for the cause of annoyance, when Louie broke out with, "Ha! ha! the thousand-legged thing. There it is, Sis—a hole in your stocking."



"CHRIST WALKING UPON THE SEA."

(Matt., Chap. xiv., 24-38 inclusive.)

[See Illustration.]

"But the boat in the midst of the sea was tossed with the waves: for the wind was contrary. And in the fourth watch of the night, He came to them, walking upon the sea. And they, seeing Him walking upon the sea, were troubled, saying, 'It is an apparition.' And they cried out for fear. And immediately Jesus spoke to them, saying: 'Be of good heart. It is I; fear ye not.' And Peter, making answer, said: 'Lord, if it be Thou, bid me come to Thee upon the waters.' And He said, 'Come.' And Peter, going down out of the boat, walked upon the water to come to Jesus. But seeing the wind strong, he was afraid: and when he began to sink, he cried out, saying: 'Lord, save me!' And immediately, Jesus, stretching forth His hand, took hold of him, and said to him: 'O, thou of little faith, why didst thou doubt?' And when they were come up into the boat, the wind ceased. And they that were in the boat came and adored Him, saying, 'Indeed, Thou art the Son of God.'''

FIFTH GRADE,

Our School Manual calls for Topics I., II. and III., of Fifth Grade, as work for the first quarter of this year; but as we have not given what the same book called for in the beginning of Fourth Grade, that is the Tenses, present, past and future perfect, we shall give it now.

Having so much for the Fourth Grade, and wishing to keep the further development of the Verb for the year in which we use the diagram with board, we reserved the Tenses for this reason. Having given these we next give the order of parsing Pronoun first, because our School Manual calls for the pronoun in connection with the tenses; and secondly, because the diagram of the *noun* is among the first work of this grade. The noun and pronoun cannot be separated when it comes to learning properties.

TOPIC I.-Lesson I.

THE TENSES.

Present. I am here Pres. P. I have been here Past. I was here Past P. I have been here Future. I shall be here Fut. P. I shall have been	Past. If I Past. Per.	were here	been	Pres. Past.	Per.	y be here I may have been here ght be here I might have been here
Present. To be loving		Present.	Be he	ere		

Pres. P. To have been loving.

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TOPIC I.-Lesson II.

Change the persons in the above.

Pres. You are here	Pres. If you be here	Pres. You may be here
Past. You were here	Past. If you were here Past. Per. If you had	Pres. Per. You may have been here
P. P. You had been here Fu. You will be here	been here	Past. You might be here Past. Perf. You might
F. P. You will have been		bave been here

Present. To be here Present. Be thou here Pres Per. To have been here

TOPIC I.-Lesson III.

The same, using the person spoken of, as:

He is here He had been here He has been here He will be here He was here He will have been here

TOPIC I.-Lesson IV.

Using the three persons and changing to the verb write:

I write
You write
He writes

PRESENT PER.
I have written
You have written
He has written

I wrote You wrote He wrote

PAST.

PAST PERFECT.

I had written
You had written
He had written

FUTURE.
I shall write
You will write
He will write

FUTURE PERFECT.
I shall have written
You will have written
He will have written

TOPIC I.-Lesson V.

In this lesson use am and writing.

Present. I am writing
Pres. Per. I have been writing
Past. I was writing
Past Per. I had been writing
Future. I shall write
Future Per. I shall have written

Present. I may be writing
Pres. Per. I may have been writing
Past. I might be writing
Past. Per. I might have been writing
Present. To be writing
Pres. Per. To have been writing

TOPIC I.-Lesson VI.

MODEL FOR PARSING THE PRONOUN.

The sentence "He came." **He** is a pronoun; it takes the place of a Noun; Personal, it shows by its form that it is of the third person; its Antecedent is the name of the person understood; Masculine Gender, it denotes male; third person spoken of; Singular number, it denotes but one; Nominative case, because it is the subject of the sentence. Rule.

The Relative, Interrogative and Possessive Pronouns are parsed in the same way, save the second item of each, when, instead of Personal, you say Relative, Possessive or Interrogative.

In the same way, too, is the noun parsed, except the first few items, for example:

TOPIC I.-Lesson VII.

PARSING A NOUN.

John walks. John is a noun; it is a name; Proper, it is the name of a particular person; Masculine Gender, it denotes male;

third person spoken of; Singular number, it denotes but one; Nominative case, it is the subject of the proposition. Rule.

The parsing is not usually begun until the Third quarter of Fifth Grade; but as we wish to finish the Pronoun here, we have given the Model for Parsing. Besides, in some classes, pupils are eager to get to parsing, and if they have gone through the Language work of even First and Second Grades, they have not so much that is new to learn.

TOPIC I.-Lesson VIII.

THE VERB.

The Second Grade, Part I., is devoted almost exclusively to this part of speech, and as it has been reviewed through Third and Fourth Grades, we have reason to expect pupils in the Fifth Grade to be able to answer such questions as:

- Show the difference between regular and irregular verbs. [Ex.
 I. and II., Part I.]
- 2. Write the form of the irregular verb under the headings, "About to do," "Have done," and "Did do." [Ex. I., Part I.]
 - 3. Also the form of regular verb under the same heading.
- 4. Show the difference between the transitive and intransitive verb.
 - 5. Define each. [Ex. III. and IV.]
 - 6. Show the difference between being and state words. [Ex. X.]
- 7. Give the different forms of some irregular verbs with now, to-morrow and yesterday. [Ex. X.]
- 8. Give the rules for spelling words that form their past by adding ed.
 - 9. Give the progressive forms of five verbs. [Ex. X.]
- 10. Give the names of pronouns that are in the Nominative case. [Ex. XVI.]
 - 11. Those that are in the Objective case. [Ex. XVII.]
 - 12. Those that are in the Possessive case. [Ex. XVIII.]

TOPIC I.-Lesson IX.

The above are all found, as the words in parenthesis show, in Part I. There is now no reason why you may not at once parse verbs. So much is said in Part I., of this book, concerning the Verb, and there are always classes in the building using the book, that even if you have not one yourself, it is useless to repeat here. What you cannot find out

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oper, it is otes male; will be supplied by your teacher as a dictation exercise. You must learn to dispose of it as soon as your teacher will allow such work.

Parse the verbs in the following sentences:

Dogs bark. Worms crawl. Turkeys gobble.

Hens cluck. Cattle low. Ducks quack.

Doves coo. Wolves howl. Bears growl.

Foxes bark. Lions roar. Monkeys chatter.

TOPIC I.-Lesson X.

For other sentences see page 50, Part I.

For the analysis of these sentences see the first example given under "Analysis of Sentences," i. e., "James reads," Second Grade, Part II., Section I., page 32.

Then the dialogues you have had to write on Topics II., III., IV. and V. of this book, *all*, if you can now review them intelligently, should be great aids in the present task.

Turning now to the diagram of the Verb, Classes, on page 26, Section I., we have, in regard to use, transitive and intransitive.

Classed in regard to form, regular and irregular.

These are well known to you. Voice, mode, person and number are defined after.

TOPIC I. - Lesson XI.

Transitive verbs require objects; intransitive do not.

Regular verbs require d or ed, to form their plural; irregular verbs do not.

Voice shows whether the subject acts or is acted upon.

Mode shows the manner of action.

Tense shows the time.

In person and number the verb must agree with its subject.

Then be able to say, "A sentence is a thought expressed in words."

There are four kinds of sentences with respect to use:

- Declarative. 2, Interrogative. 3, Imperative. 4, Exclamatory.
- Is a sentence that affirms or denies, as I will go. I will not go.
 - 2. Asks a question, as Will you go?
 - 3. Commands, as Go!
 - 4. Expresses some strong emotion, as You are really going!

TOPIC I.-Lesson XII.

With respect to form, sentences are either Simple, Complex or Compound.

A Simple sentence has but one proposition. As this is the only kind we shall deal with until we reach the end of Sixth Grade, we shall not bother with the Complex and Compound.

Taking our first sentence for analysis and parsing— $dogs\ bark$ —we say:

This is a Simple Declarative sentence. Simple because it has but one subject and predicate; declarative because it affirms something.

Dogs is the subject; it is that of which something is said.

Barks is the predicate; it is that which is said of the subject.

Dogs is a common noun; it is a name which may be applied to a class of objects.

Common gender; it may be either male or female.

Third person spoken of.

Plural number; it denotes more than one.

Nominative case; it is the subject of the proposition.

RULE I .- The subject of a proposition is in the Nominative case.

Barks is a verb. It is a regular, active, intransitive verb.

Regular; it forms its part by adding ed.

Active; it shows its subject as acting.

Intransitive; it does not need an object.

Indicative mood, present tense, third person, plural number, to agree with its subject, dogs.

Rule X1.—A verb must agree with its subject in person and number.

Explanation.—Barks is in the indicative mood; it declares a fact.

Present tense; it denotes present time.

Third person, plural number; because dogs is in the same person and number.

TOPIC II.-Lesson I.

According to this, write out the Analysis and Parsing of all the sentences given above.

Of the additional ones on page 50, Part I.

You will now be ready to take up another form.

SUBJECT, COPULA AND PREDICATE.

PREDICATE.	SUBJECT.		PREDICATE.	OTHER
. ADJECTIVE.	PRONOUN.	COPULA.	NOUN.	WORDS.
sour.	He	is	brother.	my
cold.	That	is	Mary.	not
beautiful.	Who	is	boy?	that
innocent.	She	is	girl.	a good
	He	is	priest	a
	sour. sour. cold. beautiful.	sour. He cold. That beautiful. Who innocent. She	sour. He is cold. That is beautiful. Who is innocent. She is	sour. He is brother. cold. That is Mary. beautiful. Who is boy? innocent. She is girl.

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TOPIC II.-Lesson II.

Pickles are Sour. This is a simple declarative sentence. **Pickles** is the Subject; it is that of which something is said; **sour** is the Predicate; it is that which is said of the Subject; **are** is the Copula; it joins the Subject to the Predicate.

In the same way dispose of the following:

	In the same way dispose of	the lollo	wing.
1.	She is graceful.	9.	That is false.
2.	Nancy is our cousin.	10.	Friends are rare.
3.	John is our driver.	11.	This is a honey-comb.
4.	I am lonely.	12.	These are wheat-grains.
5.	They are happy.	13.	Those are stuffed animals.
6.	We were not there.	14.	This is a bee-hive.
7.	We are great friends.	15.	That was your lesson yester-
8.	You are wrong.		day.

Other words used as Copulas and called Copulative Verbs.

TOPIC II.-Lesson III.

We have learned from Exercise X., page 54, of Part I., that feels, smells, tastes, looks, seems and appears are State or Condition words; that they lead to something which limits or qualifies the Subject; that the subject, as a noun, or as some word used for a noun, can only be modified by an adjective; and that feels, smells, tastes, looks and appears can only be followed by adjectives. In analyzing and parsing these five words are called copulative verbs or copulas, the same as the forms of "to be."

TOPIC II.-Lesson IV.

He seems sad. **He** is the Subject; **sad** is the Predicate; **seems** is the Copula, it joins the subject to the Predicate.

ANALYZE. -1. The country looks beautiful.

- 2. She looked sweet last night.
- 3. He seems no worse this morning.
- 4. He seems to have rested.
- 5. The rose smells so sweet.
- 6. It smells like new-mown hay.
- 7. I feel cold and hungry.
- 8. All appears right.
- 9. It appears true, then?
- 10. The coffee tastes too sweet.

TOPIC II.-Lesson V.

Underline the copulas in the following, and analyze:

- 1. It might have been attended to very easily.
- 2. Matters should have been more properly arranged.
- 3. She is named Mary.
- 4. I am constituted chief agent.
- 5. George Adwood is elected president of the new society.
- 6. She is called the angel of the home.
- 7. I have been chosen leader of the new band.
- 8. He appears much better than he really is.
- 9. She has been made forewoman of that great store.
- 10. He is styled the Aloysius of the Sodality.
- 11. That man is esteemed above merit.
- 12. He seems most earnest.
- 13. They appeared to differ.
- 14. It tastes tainted.
- 15. It looks terrible.
- 16. It seems disagreeable.
- 17. It appears ready.
- 18. He was elected last Tuesday.

As an aid to the pupils we give here a note from our adopted Grammar—Harvey, Art. 78, page 66.

TOPIC II.-Lesson VI.

REM.—The Copula to be is the only pure copula. The verbs, become, seem, appear, stand, walk, and other verbs of motion, position, and condition, together with the Passive Verbs, is named, is called, is styled, is elected, is appointed, is constituted, is made, is chosen, is esteemed, and some others frequently used as Copulatives.—Harvey.

TOPIC II.-Lesson VII.

The noun in detail, classes, subclasses, Rules and Examples showing the application of the same.

TOPIC II.-Lesson VIII.

[See page 27, Sec. 1]

The verb in detail. Omit nothing. See page 27, Sec. I.

TOPIC II.-Lesson IX.

Parsing and Analysis of subject, predicate and object.

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TOPIC II.-Lesson X.

Parsing and Analysis of sentences containing an adjective, noun or pronoun, a verb and object after the verb.

TOPIC II.-Lesson XI.

Analysis and diagramming. See page 32-33.

TOPIC II.-Lesson XII.

A review of the entire topic; Parsing and analysis.

TOPIC III.

Employ this topic entirely on Parsing each of the parts of speech that pupils have been able to learn, and analyzing simple sentences.

TOPIC IV.-The Adjective.

It will take twelve lessons on the adjective as a part of speech between analysis and parsing to secure the pupil's being able to diagram it readily and understandingly. In going over the Pronominals they should tell when they are pronouns or when adjectives. Give the classes, the names that belong to each class and what each word denotes, as there are always plenty of Grammars at hand and all give definitions of the Indefinites; if pupils seek this knowledge in vain, it can easily be given as a dictation exercise. Our experience has been that children do not retain these definitions even when they must study them, and in more cases pupils are told they need not mind the fine print. If such sentences as the following be given to the class and then followed up, it would work more profitably than the many other ways. We shall use some one of the indefinites in the sentences that follow. Pupils will tell what the word adds to the sentence.

- 1. All the soldiers are to turn out to-day.
- 2. It makes no difference; send any one.
- 3. Another pupil will take your place in class.
- 4. I am not in favor of a certain little girl who talks in school.
- 5. Enough has been done to make the class pass.
- 6. Few care to come here; we have so little welcome for strangers.
- 7. Many a child desires the same privilege.
- 8. There is much to be done and
- 9. None can enter this class.
- 10. The children love one another devotedly.
- 11. Several voices exclaimed, "Oh my! our dear mother."
- 12. I have some friends with me.

Many other exercises can be given which, added to all that has been

done in First, Second and Third Grades, must make the use of each of the adjectives very plain to the pupil.

TOPIC V.

The Noun, Pronoun, Adjective and Verb. Review children. Give some exercise in spelling.

TOPIC VI.

The Adverb, Preposition, Conjunction and Interjection. Some exercises in spelling.

TOPIC VII.

Review pages 2, 6, 27 and 28, Section I. Parse, analyze and make sentences. Punctuation rules.

TOPIC VIII.

Words of two and more than two syllables divided, marked, accented, defined—at least twenty words for each lesson. Words to be selected from some of their daily lessons. If, as most desire, we have the Etymology for this grade, it answers all spelling purposes and prepares the children for the Language work of Sixth Grade. Letterwriting must come with every topic.

TOPIC IX.

Syllabication, Punctuation, Pronunciation and Derivation.

TOPIC X.

Letter-writing. Review definitions, rules for the various kinds of letters, and so on. The teachers alone can tell what is reviewed.

TOPIC XI.

GENERAL PARSING.

Nothing can surpass this as a test of the children's knowledge. After the diagram (T. Ed., page 126) has been copied from the board we know that the pupils will be interested in their diagram work, just the same as they would love to play a game, and get each object in its own place.

TOPIC XII.

From the rules on Etiquette select about twenty sentences, and have pupils dispose of everything in them. It would not be too much to expect them to make an attempt at disposing of complex and compound sentences.

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SIXTH GRADE.

TOPIC I.

ANALYSIS OF WORDS.

Give the number of syllables in the following words taken from the root, Facio.

- 1. Tell how many syllables in each word.
- 2. How many sounds in each syllable?
- 3. To what division or subdivision those sounds belong.
- 4. Analyze the syllables.
- 5. Tell the word and define it.
- 6. Tell the prefixes and suffixes and define them.
- 7. Spell the entire word and give its definition.

Defect is a word of two syllables, therefore a dissyllable; it is accented on the second syllable.

De is a syllable containing two elementary sounds.

 $m{D}$ is a lingual dental, or tongue and teeth letter; it is made by the tongue and teeth.

E is a vocal or tonic-consists of pure tone only.

De is a prefix taken from the Latin, meaning from or drawn from.

 $Fe^{\circ}t$ is a syllable containing four elementary sounds.

 $oldsymbol{F}$ is a dental or tooth letter because it is made by the teeth.

 $oldsymbol{E}$ is a vocal because it is a pure tone.

 ${m C}$ is a lingual or tongue letter because it is made by the tongue.

F is a lingua-dental because it is made by the tongue and teeth.

Fect is taken from the root facio, to do or make.

The word defect means want, a blemish.

Office. This is also a word of two syllables, therefore a dissyllable. The accent is on the first syllable.

Of is a syllable containing two elementary sounds.

O is a tonic or pure tone.

 $m{F}$ is a dental or tooth letter, because it is made by the teeth and lips.

Of is a prefix from the Latin ob, meaning opposition.

Fice is a syllable having three elementary sounds.

F is a dental or tooth sound because it is made by the teeth.

 $oldsymbol{I}$ is a tonic because it is a pure tone.

 ${\cal C}$ is a lingua-dental, because it is made by the tongue and teeth the last.

E is silent,

Fice is taken from the Latin facio, to do or make.

The word Office means an employment.

Dispose is a word of two syllables, therefore a dissyllable.

Dis is a sylable having three elementary sounds.

D is a lingua-dental or tongue and tooth letter.

Dis is a prefix from the Latin di and dif, asunder, apart.

Pose is a syllable having three elementary sounds.

P is a lip letter.

O is a tonic.

S is a tongue and tooth letter.

E is silent.

Pose is taken from the Latin po'no or position, meaning to put in place.

The word dispose means to place in order.

Suppose is a dissyllable accented on the second syllable.

Sup is a syllable having three elementary sounds.

S is a tongue and tooth letter.

U is a tonic.

P is a lip letter.

Sup is a prefix from the Latin sub, meaning under.

Pose is a syllable having three elementary sounds,

P is a lip letter.

Pose is taken from the Latin po'no or position, meaning to put in place.

The word *suppose* means to imagine or state something possible but not sure.

The word *propose* is disposed of like the others are, to state that **pro** is a prefix from the Latin *pro*, meaning for, forth or forward.

The word propose means to offer to consideration.

Compose means to put together. Com is a prefix from the Latin con, with or together.

Subscribe is a word of two syllables, therefore a dissyllable.

Sub is a syllable having three elementary sounds.

S is a lingual-dental or tongue and tooth letter, because it is sounded by those organs.

U is a prefix meaning under.

Scribe is a syllable having four sounds.

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C is a tongue or tooth letter.

 $oldsymbol{R}$ is a tongue letter.

I is a voice letter.

B is a labial or lip letter.

Final e is silent.

The word subscribe means to write underneath.

After the last mode dispose of describe, superscribe, circumscribe, scribe, Scripture, transcribe, scrivener.

From the root fe'ro (la'tum), to bear or carry (page 87, Scholar's Companion), take the following:

Translate difference, circumference, conference, oblation, pestif'erous and relative.

If the class has Etymology this is a separate exercise.

TOPIC II.

Marking words. The diagram for Diacritical marking (see Appendix to Teacher's Edition) should be the work of some lessons in the First Quarter. Here we give it the Second Topic.

TOPIC III.

Pronunciation, Punctuation and Abbreviation. This is pre-eminently Sixth Grade work.

TOPIC IV.

Parts of speech in general. Review what has been already taught, Analyze and parse.

TOPIC V.

The Noun and all about it. There can be no excuse for pupils who have gone through other grades with us, not to know all that concerns the noun.

TOPIC VI.

The Pronoun. Look through your Fourth Grade work.

TOPIC VII.

See Topic IV., Fifth Grade. Analyze and parse.

TOPIC VIII.

Give as Dictation exercise all that is said of the Infinitive and Participle in T. Ed., pages 118—122.

TOPIC IX.

The Adverb and all about it.

TOPIC X.

The Preposition. Analyze words and sentences. Parse all the parts of speech. Have daily exercises in Synthesis, or combining elementary sounds; Analysis, or the separating of a syllable or word into its elementary sounds.

TOPIC XI.

The Conjunction. Analysis of words and sentences; also daily exercise in Synthesis.

TOPIC XII.

This takes in the Interjection; also Analysis and Synthesis.

TOPIC XIII.

Synthesis. Analysis.

TOPIC XIV.

Correction of all that has been detected in the school-room, the play-room and the parlor.

TOPIC XV.

Use of the Dictionary. Review.

TOPIC XVI.

Use of words pronounced alike but spelled differently; about fifty words.

TOPIC XVII.

Notes, bills and other business.

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TOPIC XVIII.

Give a list of Synonyms.

TOPIC XIX.

ABBREVIATIONS,

The Sixth Grade calls for the method given under the headings Orthography and Etymology, besides a review of all the past work.

This is the year for Spelling in real earnest, and there can be any number of spelling matches to make it a year of interest as well as of hard work.

As most of our spelling has been written, let us suggest plans for the old-fashioned "choosing on sides." The choosing is done as formerly, but the spelling is left to those who take their places, back to back, at the board. On either side five, ten or twenty words are given, each one at the board writes as rapidly as possible, dividing her words, accenting the syllables and giving the definitions. (Have no spelling that cannot be defined.) This work done those two take their places after choosing one from the opposite side to correct her work.

This process is given around the class until at least one-half have had a chance, and the work is to be continued perhaps the next day.

Each teacher must make her own rules. The following are used at some schools.

If one-half the number of words given had to be corrected for some one thing, the writers have failed.

At the close they are marked 75, 80, 85 or 90, according to merit. Few get higher than 90.

In some cases the first two only write the words, two others divide, two others mark, two others define and two others give the per cent.

This may be made an exercise in Word Analysis; two writing the words, two others mark root, prefix and suffix; two others define the word as a whole, and so on.

The idea is to have as much spelling as possible, and to so manage that the pupils may not grow weary of it. It is wonderful the attempts made by little children in spelling words, and this is attributed by many to the want of following up the *sounds* throughout the grades.

We do not believe in a text-book for spelling until the pupil reaches the Fifth or Sixth Grades, but we believe in having spelling exercises all day long.

LAST DIRECTIONS.

At first it will appear that such lessons, as, 7, 8, 9 and 10 of Third Grade, pages 3 and 4 of Section II., do not contain any matter for the pupil's memory, but when he reaches the Questions on pages 5 and 6, he sees his mistake. Let him not say then that he cannot find the answers to these Questions. Remember that the real work for which our School Manual calls is in Section I. Turn to that every day to see if you have done the work of the topics required.

The points on page 9 should be headed "Examination Questions."

Teachers must be guided by the ability of their pupils as to taking up the work marked for Third Grade. It will often be found that this must wait the Fourth Quarter instead of the First.

Pay special attention to the Review Questions.

On page 44, Lesson I., it should read, "again we go back to Grade II." The Principles of Pronunciation are on page 54. They are called for on page 44. Let the pupil use them where they are called for. The numbers refer to the same in Webster's Unabridged.

The Object Lessons are kept before the child's mind. He should lay them aside until he takes up the series as text-books.

Again we remind pupils that Section I., though in the Second Part of this book, is really the part which contains what is required of them.

The many exercises in Orthography, but more especially in Etymology, must be in the Third Grade optional. We have no doubt but that most of our pupils will find all they can do in the Third Grade, Part I., or Slate Work. Perhaps in Fourth Quarter of Third Grade, Etymology may be attempted, but until Part I. is well understood, Part II. should not be taken. The teacher alone can decide.

When the contents of the Slate Work is pretty well understood and the Dialogues in Section I.; when the diagrams for the Parts of Speech can be filled, the little letters understood, the Object Lessons written up, the pictures written about; when the Rules for Spelling, Punctuation and Capitals given in the Slate Work are memorized and practiced, then the child may take Part II., and go through it uninterruptedly. How many of our Third Grade pupils can do this?

We feel sure that Part I. can give the average pupil work difficult enough until the Fourth Quarter of Third Grade, and that the Seventh Grade pupil can do little more than this work requires of the Sixth Grade.

Parents do not like to buy so many new books. Try to make each of yours do as long as possible. Write! write! Letters, Dialogues, Autobiographies, Stories, Descriptions, Travels, Histories of men and women, the Sermons you hear, and all else that is required of you.

Try to write correctly, try to speak correctly. "Learn to do by doing."

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REVIEW

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Third, Fourth, Fifth and Sixth Grades.

REVIEW OF THIRD GRADE.

- 1. What is the meaning of the root Ago?
- 2. From the following words, which are taken from this root, extract and define the prefixes and suffixes: Translation, damage, agitate, activity, actuary, agility, prodigal, exigency.
 - 3. Define all the prefixes beginning with a.
 - 4. Those beginning with b, c or d.
- 5. Give the meaning of epi, extra, hyper, in or en, inter and intro.
- 6. What prefixes do we find in the following words: Precede, postscript, perimeter, parasite, preternatural, provoke, redeem and backward.
- 7. Name those in retrospect, transcribe, supervision and synthesis.
- 8. Give all the suffixes that begin with a. Give the meaning of ob, cle, cule, dim, ee, eer, en, ence, ent, er, ery, esence, escent, ess, ful and hood.
- 9. Define de, ni, ics, id, ile, one, ion, ich, ism, asm, ist, ite, ive, ize, less, lit, like, ling, ly.
- 10. Give words in which the following suffixes occur: Ment, mony, ness, or, ory, ose, ous, ship, ster, tude, ty, ure, ward, y.
- Give ten Anglo-Saxon roots, ten Latin roots and ten Greek roots.
- 12. Give the prefixes, suffixes and roots of the following: Perceive, receipt, susceptible, principle, captured, conception, except, anticipation, emancipate and occupy.

SECOND GRADE.

THE VERB.

- 1. Give sentences showing that you understand transitive from intransitive verbs; regular from irregular.
- 2. Give sentences containing being and state words, showing that you know the difference between them.

- 3. When the verb forms its past by ed, what kind of a word is it?
- 4. When the verb is followed by a noun, with no preposition between, what kind of a verb is it?
- 5. When the sentence ends with the verb, what kind of a verb have we?
 - 6. When the verb is any form of to be, what do we say of it?
 - 7. Are being and state words ever transitive verbs?
- 8. What kind of words must follow seem, appear, taste and smell?
 - 9. Give rules for spelling verbs that end in d or ed.
 - 10. What letters are never doubled in our language?
- 11. What rule have we for words ending in a consonant and preceded by a single vowel?
 - 12. What form of the verb ends in ing?
 - 13. What pronoun must follow is, was, are, were?
 - 14. What form of the noun or pronoun do we call such?
- 15. What form have the following nominative or objective: Me, us, him, her, them, your.
 - 16. What form ends in the apostrophe and s?
- 17. Give different ways of representing possession and show which is better.
 - 18. When do we use have, had and has?
 - 19. Tell all you know of the perfect tense.
- Give the rules you have learned from your own book and from dictation, for forming the plural.
 - 21. Give the nouns that have two plurals.
- 22. What errors have you heard during this quarter in and around the school-room?
 - 23. Give some special rule for the use of capitals.
- 24. Show by so many sentences the use of the twenty rules for punctuation to be learned up to Fifth Grade.
- 25. Write five different kinds of bills, showing that you understand the use of those given in the Letter-Writer.
 - Write the same number of orders.
- 27. Give rules for spelling words ending in e, and those ending with y.
 - 28. Can you recognize the rule from the words?

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- 29. Give the principles of pronunciation applied to each of the sounds of a.
 - 30. Those applied to e and i.
 - 31. Those in o and u, also to w and y.
 - 32. Give the principles applied to the single consonants.
 - 33. Those applied to the various combinations.
- 34. Can you illustrate all these by words, but above all can you recognize the meaning of the marks when you meet them in the dictionary?
- 35. What benefit do you find that you have derived from the learning of these rules?
- 36. Can you mark most of the words now according to Webster or Worcester?
 - 37. Tell all you can of the personal pronouns.
 - 38. Of adjectives used as pronouns.
 - 39. Of adjective pronouns.
 - 40. Of the noun self.
- 41. Tell what you can of each other, one another, each, every, either, neither.
 - 42. Of you and yonder.
- 43. Write a composition telling all that you know of the pronoun.
- 44. Give as many of the Anglo-Saxon roots as you can remember, beginning with a and b.
 - 45. Those beginning with b, c, or d.
 - 46. Those beginning with e, f, or g.
 - 47. The remainder, arranged also alphabetically.
 - 48. How many letters have you heard in each quarter?
- 49. On how many of the pictures have you written, and how long was each composition?
- 50. Can you answer all the questions on Letter-writing found in Language Manual, Part I.?
- 51. Do you recall to mind in using the rules, principles, and so on, that have been taught to you in Third and Fourth Grades, what is said about each?
- 52. How many outlines have you written of stories you have heard, read or written; also of the stories in your Readers?
- 53. Of what number of words can you tell the prefixes, suffixes, and roots?

Those given in your book are all that can be required of you. Later, when you take up Etymology, you will see how interesting it is.

- 54. Give the synopsis of be with the pronoun I.
- 55. Give the same with the pronoun you, then with he.
- 56. Give the synopsis of write with the three persons.
- 57. Use am writing with the pronoun I.
- 58. Now that you understand the change made by each of the persons, give the order of parsing a pronoun.
- 59. The fourth paragraph. Write the heading. The verb calls for a full review of the Second Grade, Part I. These questions have been asked in Questions from 1 to 23.
- 60. Write again dialogues showing the nominative, objective and possessive forms.
- 61. Now we have come to the diagram of the noun, page 26. Let nothing be omitted. Abstract nouns, diminutive, verbal and collective nouns; the rules applied to nouns; all the properties of nouns. What is not given in the diagram, supply.

Then from the blackboard work comply with the following:

- 62. Give the two general classes of nouns.
- 63. Give the subclasses into which common nouns are divided.
- 64. Define each class.
- 65. Give the properties of the noun, define each and give their divisions.
 - 66. Give the rules that are applied to nouns.
 - 67. Write sentences showing the application of their rules.
 - 68. Give the order for parsing a noun or pronoun.
 - 69. Give the outlines of the verb.
 - 70. Give the classes according to use and form.
 - 71. Define and give examples of each.
- 72. Give properties of the verb; define each; give their divisions and examples of each division.
- 73. Give synopsis of the verb go, with their persons, singular and plural, to show that you understand all the changes that time and person make in the verb.

THE INFINITIVE.

- 74. Give a sentence showing the use of the infinitive phrase as a noun.
 - 75. As the subject of a sentence.
 - 76. As the object of a preposition.

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- 77. As a logical adjunct.
- 78. As the object of a sentence.
- 79. As the object of a phrase.
- 80. As the object of a predicate noun.
- 81. Of a predicate verb.
- 82. Of a predicate adjective.
- 83. Give an example of the infinitive following a preposition.
- 84. Give a sentence wherein as and then are used as prepositions.

THE PARTICIPLE.

- 85. Give examples of the participle used as a noun.
- 86. Used as an adjective.
- 87. Used as a predicate.
- 88. Used as a participle, the properties of a verb.
- 89. How does the participle represent the subject?
- 90. With what letters do most of the participles end?
- 91. What exceptions are there?

The above questions, 85 to 95, Section II., P. 31, are answered in Part II. The following, as also those on the Infinitive, are answered in Teacher's Edition, pages 118-120, and 120-121.

- 92. Give examples of participles used as a noun; used as the object of a verb.
 - 93. Used as the object of a preposition.
 - 94. When may a participle be followed by an object?
 - 95. What sign should the logical subject, if a participle, have?
- 96. May the logical subject, if a participle, ever be in the objective case?
- 97. When a participle is used to introduce a participial phrase, what construction has it?
- 98. Explain the following example: "Suspecting the treachery of our guide, we made preparations for defending ourselves from any possible attack.
- 99. Show the difference between a participle used as a preposition and one used as an adjective.
 - 100. When should the active participle be used?
- 101. Show how a prepositional phrase can be used as an objective, an adjective and adverbial element. (Use of words, Exercise in description, synonyms. General review of all the parts of speech.)

- 102. Repeat the division of letters that is given on page 9, Part I., of Language Manual.
 - 103. Give vocals, subvocals and aspirates.
 - 104. How are the subvocals and aspirates divided?
 - 105. Define diphthong, triphthong, and give examples.
 - 106. Give order of parsing a noun or pronoun.
 - 107. Give Harvey's order for analysis.
 - 108. Write five elements in regard to class and use.
 - 109. How do you analyze a prepositional phrase?
 - 110. Give Harvey's rules for diagramming.
 - 111. Illustrate each by example.

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112. Give a form of diagramming the infinitive.

TO RETURN TO ETYMOLOGY.

- 114. After the model of analyzing defect and office, p. 76, dispose of confectionery, counterfeit, refectory, surfeit, difficult, facilitate, factoring, sacrifice. Look up your prefixes and suffixes.
- 115. Tell all you can of the noun. Recall what you have been taught in the other grades.
- 116. Look to Fourth Grade for all about the pronoun which is asked now.
- 117. See the diagram of the adjective, and all that you have heard of this part of speech in answer to the requirements of Sixth Grade, Topic VII. Show the difference between "ripe apples" and "apples that are ripe." It is now time to parse the adjective without any trouble.
- 118. Topic VIII., of the Sixth Grade calls for the verb. We can add nothing new. Review Second Grade, then Fourth and Fifth Grade, and you have a thorough knowledge of the *verb*.
 - 119. Give the list of adverbs that you learned in Fourth Grade.
 - 120. Do the same with the list of prepositions.
 - 121. Give all that you know of the conjunction.
 - 122. Write ten sentences showing the use of the Interjection.
- 123. Analyze the sentences given under the Heading, "Points of Etiquette," at the end of Fourth Grade. Parse all parts of speech as they occur, using the complete parsing exercise as given in Teacher's Edition.

Pay special attention to order of work, pages 2, 3, 4, 5 and 6, of following part. See also Fourth Grade requirements.

The following may be considered good test examples of analysis and parsing:

ANALYSIS AND PARSING.

- 1. By thy words thou shall be justified, and by thy words thou shall be condemned.
- 2. "Word warriors" have caused more bloodshed and misery than all the executioners of martyrs to truth and principle.
 - 3. The study of words is the study of philosophy.
 - 4. Syllables govern the world.
- 5. Words are always things when coming from the lips of a master spirit.
 - 6. See the winged words of old Homer.
- 7. "Every word has its own spirit, true or false, that never dies."
 - 8. Not a word that goes from the lips into the air can ever die.
 - 9. Where all men are giants, there are no giants.
- 10. It is with words as with sunbeams; the more they are condensed the deeper they burn. An example under Rule VII., D. 47. See Teacher's Edition, page 131.
- 11. His being in earnest was not realized until the harm was done.
- 12. Remembrance of past kindness, fidelity to old trusts and a heart that holds old friends nearer than the new is a rare specimen of our poor humanity. Rule IX., D. 41, page 131.
- 13. Every Christian desires to be humbled but few wish the humiliation. Rule X., D. 35.
 - 14. Mr. Johnson is worth more than the New York millionaire.
 - 15. He writes as one having power and will.
- 16. They elected Mr. Sheldon, the great teacher, as honorary president of the new college.
 - 17. To be a friend to the guilty is to be condemned with him.
 - 18. For man to be ever changing his views is unpardonable.
- 19. For time to have left its mark so *clearly* upon his brow, is an assurance that we need look for nothing better.
- 20. Give the four ways of diagramming the sentence, Boys play marbles.
- Do the same with, Give me a slate, and, They chose Mr. Aves speaker. See diagramming in Teacher's Edition.

LANGUAGE MANUAL

PART II., SECTION I.,

TO BE USED IN CONNECTION WITH SECTION II.

SECTION I.

CONFINES ITSELF TO

REQUIREMENTS OF OUR SCHOOL MANUAL.

SECTION II.

ADDS

SLATE AND BOARD OR BLANK-BOOK WORK.

ONE MUST AID THE OTHER IN EVERY LESSON.

-ARRANGED BY-

SISTERS OF ST. JOSEPH,

MOTHER HOUSE, CARONDELET.

"It must also be remembered that words found in print, or heard in conversation, are not equally fit for use; precepts and exercises will train the pupil to make a proper choice."—Coppens.

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PART II.

Order of Work or Guide for the Pupil.

SECOND GRADE REVIEW IN TAKING UP THIS BOOK.

- 1. Review all the work of Part First, or Slate Exercises.
- When working on page 6, use all the words found in columns on pages 14 and 30 and make sentences of them, such as you see on page 6.
- 3. When you have Topic III. for a lesson, and all your companions are writing similar dialogues, take a copy of their work after your teacher has pronounced them correctly, and keep until you have a review. In this way you may have thirty topics instead of one.
- 4. Do the same with all the other topics that require work from each pupil.
 - 5. Write at least thirty names ending in s.
- 6 When working on Sixth Topic, turn to page 16, Seventh Topic. Select ten words at a time until you have used all in this topic in sentences.
- 7. Use exercise in the Adjective, Part I., page 28, while in Seventh Topic.
- 8. Select all the difficult words of your Reader for Topic VIII., and mark them as required.
- Think of all the errors you have heard in and around the school-room when you are in Topic IX.
 - 10. Write all the abbreviations that you know for Topic X.
- 11. Copy letters 3, 5 and 8 of this Grade and mark the number of the rules over the punctuation marks and capitals.
- 12. Correct all the errors found within Topic X and others that you may have read.
- 13. From the three letters you copied in Eleventh Topic, write questions like these in Topic XIII., and get the rest of your class to answer them.
 - 14. Can you write a dialogue like that found in Fifteenth Topic.

THIRD GRADE.—REQUIREMENTS. (See opposite page.)

- 1. Can you give exercises to prove that you can attend to the fourteen points given in Topic I?
- 2. Can you readily write dialogues like those found in Topics III. or IV., page 7?
 - 3. Write fifty proper names of places and persons.
- Write ten sentences containing a name ending with an apostrophe.

Topic II. Use again words on pages 14 and 30, and from such sentences as are found in this topic.

Topic III. Write ten sentences each containing either of the words Seem, look, taste, appear, smell. Explain why the words which follow these are not "How words." In this topic use one half of the abbreviations found on page 18, Topic IV.

- 1. Write several exercises in the use of who and whom.
- Form sentences, omitting these words and requiring the proper form in place of blanks.

Topic V. As there is not much exercise given for this topic fill the time with words in their proper columns, name, action, kind, how, being, state, pointing, number, words used instead of name words, of connecting, and surprise words.

Topic III. Give plenty of work in the use of the dictionary.

Topic IV. Place some of the words of this topic in sentences; then write each word used in your sentence in its respective columns.

Remaining topics of Third Grade, with the diagram for words, give all the work pupils of this grade can accomplish, for now letters, stories, biography, autobiography, etc., become more frequent.

FOURTH GRADE.—REQUIREMENTS.

This is the grade for composition of any description—the grade to test how much the language has been learned in First, Second and Third Grades. In this grade we begin to use the grammatical terms for language. Have a number of such exercises as are found on pages 19, 22, 23 and 24.

Take other letters and form similar dialogues. In this grade your letters should be perfect; no excuse for words misspelled, punctuation omitted, capitals misplaced or neglected. The sentence-making in this grade should be in every way satisfactory.

Fifth Grade is explained elsewhere. Be sure to make use of the words on pages 53, 54, 55, 56 and 57. They make a good spelling exercise and they should be used in sentence-making.

THIRD GRADE ENDED.

To the Children of Third, Fourth, Fifth and Sixth Grades, or What is Required Before the Taking Up of Grammar in the Second Quarter, Sixth Grade:

- 1. Turn to page 65, General Remarks, and tell me can you write a good composition on ten of the subjects given on that page?
 - 2. Turn now to pages 61-2. Can you do all that is there required?
- 3. Are there any points on pages 58, 59 and 60, that you cannot attend to?
- 4. See page 47, and answer, can you compose a dialogue like the one found on this page?
- 5. How about the exercise begun on page 41; have you ever read it?
- 6. In the stories you have written, do you ever turn to page 43, for a way of describing the home of your little heroine?
- 7. Do you have any flower gardens around your imaginary homes, and do you know that you can learn how to describe them on page 45?
- 8. Can you put ten different sorts of words in their proper column?
- 9. Look carefully over all the Topics of this Grade, and see if you can satisfy each.
- 10. What do you know about the rules for reading, writing and spelling? What about object and science lessons? Is this too much for little ones of Third Grade? It is only what is required. Review Part I. thoroughly before taking up Fourth Grade.

FOURTH GRADE ENDED.

- Read over the ten points just given, and see if you can satisfy each.
- 2. In addition to these can you take any one of the letters in Fourth Grade, and arrange therefrom such dialogues as are found on pages 23, 50, 51, and 52?
- 3. Can you answer the questions on Science that have been given in this and the Third Grades?
- 4. Can you pass the examination given on pages 61—64? If so, you are well able for the Fifth Grade. Do not forget the Object Lessons of Part I.

FIFTH GRADE ENDED.

This is the turning Grade. You begin to leave primary work on entering this grade, and before leaving it how much is expected from you! Listen!

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- 1. Can you readily, neatly and correctly place on the board, slate or paper, the diagrams on pages 26, 27 and 28?
- 2. Can you write out neatly the definitions Sister has taught you orally?
 - 3. Can you parse nouns, pronouns, verbs and adjectives?
- 4. Can you diagram according to page 32, any sentence similar to the ones given on this page?
- 5. Have you studied carefully page 29, and can you do all that it requires?
 - 6. Do you understand the participle and infinitive?
- 7. Can your teacher review you satisfactorily on First, Second-Third and Fourth Grades, and in all that Part I. contains?
- 8. On how many of the given subjects can you write? See pages 65 and 66.
- 9. Can you write on any of the subjects given under the heading, "Outlines of Composition? (Ask your teacher for the information you cannot find, and write new stories about the pictures in Part I.)
- 10. Can you do any of the "Optional Work," on pages 33—38? Remember, none of it is required. If those who are in the Seventh and Eighth Grades can do this, it is a great deal for them. It is they, too, who are supposed to fill out all the outlines on pages 70—74. The teacher will furnish all information that you want.
- 11. Can you write letters such as are given in Fifth Grade of your Letter-Writer?
 - 12. Can you fill the Outlines given in your Letter-Writer?

SIXTH GRADE.

- 1. Are you familiar with the rules for margins and paragraphs?
- 2. Can you define, give properties and parse all the parts of speech?
- 3. Do you know the thirty-seven rules for Punctuation given in Parts I. and II. of your Letter-Writer, and can you give examples?
- 4. Can you mark any word given you and divide it properly? Can you spell the same by sound and repeat the Rules given in the Pollard System? If your teacher wished to test your knowledge of Part I., or Slate Work, are you sure that you could conduct a class finishing Second Grade, through an examination in Part I.? Can you write a good story on any of the pictures in Part I.?
- 5. Can you pass a good examination in all that you should have learned from your Language Manual, up to the Second Quarter of Sixth Grade? If so, you can do more than most of our ordinary graduates.

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L'ANGUAGE L'ESSONS. PART II.

FIRST YEAR OR GRADE REVIEWED.

The teacher cannot be too careful of her methods with little ones who are receiving their first impression of a new room or grade and who are in an atmosphere altogether new to them. Let us give the pupils credit for all the knowledge they bring us from their other rooms and books. Thus we will avoid wasting time in attempting to teach what they know. Let our maxim be from the known to the unknown.

Slate Work or Part First Language Manual is supposed to have preceded this book, but in cases where it has not there is nothing lost by the pupil, whose teacher has time to make up the loss of a book. In the first case, the pupil entering Third Grade goes through the work given here for First and Second Grades as a Review only, throwing in wherever it is available the contents of First Book.

"What is expected from Children of First Grade regarding Language Lessons?"

THE FOLLOWING TOPICS:

- 1. That the children be able to point to all objects in the room that can be named with a; then those that require an.
- That these objects be named correctly and distinctly, and proper words used in the sentences given.
- 3. That the pupil be able to give alternately with the teacher the singular and plural of those objects, as also of such names as child, woman, goose, knife, ashes, scissors, man, and so on.
 - 4. That they be able to fill such blanks as the following:

The geese --- swimming.

The dog - barking.

I -- asleep.

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She -- my cousin.

They -- at home.

The boxes —— full.

- you in time ?

- she in your class ?

There- a number of things in the house.

There -- no one at home.

Here — a letter, a paper, and a box of candy for you.

5. That they can change the name words and give the verb required by the change; also that the teacher changing either verb or noun, pupil be able to make the other change.

I was at your house. You were not at home. My sister and I were out when you called.

Supply wanting terms in the following:

T. I — at your house. You — not at home. My sister and I — out when you called.

I — so sorry. — you stay all night?

She —— at school. —— are at school.

- were at home during the fair.

- was at our house.

He - at our house.

We — there too. — are my best friends.

6. That they be quick in discerning the improper use of this and that, and of their plurals. Requiring full sentences in the answer, such questions as the following should be readily satisfied:

What is this? Can you give the name of that book in your desk? Are these papers yours? To whom do these articles belong that I see on that stand?

When the article is near you, you say "this;" if you had two such articles what would you say?

Would you use "that" in speaking of two books? Give correct word.

7. They should know how to supply kind words in the following:

These are -- books.

This is my - dress.

I cannot wear that hat, it is too ----

I never saw such a --- little girl.

The bird is - and -.

8. That they can tell the proper how word to place below.

You are writing ---.

She is smiling ---.

The horse runs so -----

The canary sings so ----.

Speak more ---.

Write your sentences - and -.

- Children ending the second quarter of first grade should be able
 supply the personal pronoun, to avoid the repetition of the name word.
- 10. Commencing the third quarter, children should begin to write the words, using their own spelling, as up to this time it is supposed the teacher has spelled everything for the child.

Such words as write, which, whose, meet, our, know, no, hear, here, eye, I wrote, would, son, this, knot, red, read, right, wrong.

11. By this time the little folks should be able to write the heading, salutation and signature of a letter, their own and their parents' names, also four or five lines made up of short sentences such as is given in the first grade of the Letter Writer.

It is supposed that this book has been used by the child, even before she has been supplied with a First Reader.

• The child must have slate work; let this be taken from the first grade of Letter Writer. Begin the first day to teach this most important branch.

12. In the fourth quarter we have a right to expect that the pupil be able to tell the teacher what the class exercises are, how long they last, which they like best and why? This done they should learn to write the same to some relative at a distance.

13. Now come the exercises in the Letter Writer, "Abuse of Words." The first year, pupil should know at least the first page and correct any of her companions who abuse these words.

14. At the end of the first year, the child should be able to select from her reading lesson or Letter Writer a good list of name words, action words, kind words, how words and words used to avoid the repetition of the name words.

The following exercises will prove a test:

- 1. you in her class.
- 2. --- we --- books.
- 3. There a bell, inkstand, flower pot, apple and thimble on Sister's desk.
 - 4. You -- not at home -- day.
 - 5. I think she plays ---.
 - Sister makes us speak ——.
 - 7. Her dress and not fit to be seen.
 - 8. Fanny gave me -- book and -- looked at all the pictures.
 - 9. John was absent to-day, --- was too sick to come to school.
 - 10. We -- there yesterday.
 - 11. She is —— little girl —— —— told you about.

Correct the following:

She dont sing any.

I divided my candy between my six classmates.

They was both there.

We was going to fetch Harry, but he took on so.

I'll do it, anyhow.

Carry that bundle to your mother.

St. Louis looks just grand at night.

The geese was swimming.

They was so glad to see me.

Now let us see some of your letters, and we can tell pretty much what you little folks know.

Who can tell us something about Nat, Lily and Ann? Can any one tell us a story that took place in school?

What stories has Sister told you?

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Do you know where to mark periods, question marks and commas? Where to write capitals?

THE SECOND GRADE WORK—SPECIAL LANGUAGE TRAINING.

FIRST TOPIC.

The first week of this grade should be spent in reviewing First Grade work. Satisfied that the pupils are fairly familiar with the exercises of first year, the second year will be gone through without much trouble. Review Every Day.

We shall here give some clippings from educational periodicals that are appropriate to the work of this year.

SECOND TOPIC.

IRREGULAR VERBS.

Teacher provides herself with some bits of stick that may be easily broken. Standing before the class she deliberately breaks one, asking as she does so:

What am I doing?

You are breaking a stick is the reply. Teacher exacts careful pronunciation of breaking, and proceeds to ask:

What have I done?

You broke the stick.

What have I done?

You have broken the stick.

What had I done when I laid it down?

You had broken it.

Leaving the future tenses to take care of themselves (as they will), teacher changes the person and teaches the third singular and first singular together by requiring a pupil to break the next stick.

What are you doing, Charles?

I am breaking a stick.

Break it again-slowly. Class, what is he doing?

He is breaking a stick.

What did you do, Charles?

I broke a stick.

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He broke a stick.

What have you done, Charles?

I have broken a stick.

Class?

He has broken a stick.

Charles, what had you done to the stick when I took it from you?

I had broken it.

Class?

He had broken it.

The first and third plural may be taught in this manner. Teacher calls two pupils to the front and lets them break a stick between them. By questiong them and the class in turn, she elicits:

We are breaking the stick.

They are breaking the stick.

We broke a stick.

They broke a stick

We have broken a stick.

They have broken the stick.

We had broken the stick.

They had broken the stick.

The passive form is taught by making the stick the subject. Teacher holds up one of the broken sticks and exclaims, with mock pity:

Poor stick !-tell me about it.

The stick is broken.

Tell me about all these sticks.

They are broken.

By whom was this last one broken?

It was broken by Willie and John.

Were the sticks broken when you first saw them?

They were not broken then.

Comment:—One of the most important of a teacher's duties is the prevention of bad habits. The mistake of the old-time grammarian lay in permitting his pupils to say, "The stick got broke," every day of his life until the grammar class was entered, and then expecting the daily conjugation of verbs to undo the mischief. Such exercises as the above, systematically conducted very early in the school course, and supplemented by daily watchfulness, will result in correctness and naturalness of expression. Such exercises should deal with the difficulties of the movement—not those that may present themselves later on. For instance, it was well in this lesson to omit the first future tense, because its only variation consists in the choice letween shall and will. The

contractions—I'll, you'll, they'll, etc.—used in free conversation, obviate the necessity of at present making this distinction.

Having learned from the above an easy way of remembering the different parts of breaks, we shall now take other action words, the teacher giving one part, the pupils another:

- T. I write while I talk.
- P. We wrote while we talked.
- T. I have written my letter.
- P. We had written our letters.
- T. The teacher speaks plainly.
- P. You spoke plainly.
- T. He has spoken again.
- P. You have spoken again.
- T. Had you driven the horse would have known you.
- P. If you drove the horse would have known you.
- T. You knew I was coming.
- P. Had I known it, I would have staid at home.
- T. Strike the blow.
- P. We struck the blow.
- T. Shake the cloth.
- P. We have shaken the cloth.
- T. Who shook this one?
- P. Claire had shaken it before you spoke.
- T. Ring the bell.
- P. The bell has been rung.
- T. Who rang it?
- P. It was rung before we came up.
- T. Do you sing now?
- P. No, we have sung.
- T. How many sang?
- P. We were all singing.
- T. What are you and I doing?
- P. You are writing and we are looking at you.
- T. I see you.
- P. You saw us yesterday and you have seen us every day this week.
 - T. Bring me your exercises, that I may see them.
 - P. We brought our exercises to you this morning.
 - T. Do you drink coffee for breakfast?
 - P. We drank it this morning.
 - T. Keep your books clean.
 - P. We have kept them clean.
 - T. We grow old every day.
 - P. We have grown older since yesterday.

THIRD TOPIC.

- T. Jenny, write your name. Tell me now what you are doing.
- P. I am writing.
- T. Who is it that is writing?
- P. It is I that am writing.
- T. Who was it that was told to write?
- P. It was I who was told to write.
- T. John broke his slate. Jenny, you may tell me who it was that broke John's slate. Use some word to represent John.
 - P. It was he that broke his slate.
 - T. Who is he hearing your lesson, class?
 - P. It is you who are hearing our lesson.
- T. Some boys were in here yesterday. Whom do you suppose left those marbles?
 - P. It was they who left those marbles.
 - T. Who was it that wrote Jenny's name?
 - P. It was she who wrote it.

FOURTH TOPIC.

OBJECTIVE FORMS OF PERSONAL PRONOUNS.

- T. Mamy, whom have I told to stand?
- P. You have told me to stand.
- T. Now whom have I told?
- P. You have told Julia and I to stand.
- T. Whom did I send down stairs this morning?
- P. You sent Anna and I.
- T. Omit Anna and tell me the rest.
- P. You sent me.
- T. You told me a moment ago "you sent I," did you not? and before I told "I."
- P. Yes; I should have said "You sent Anna and me"—" You told Julia and me."
 - T. To whom am I speaking?
 - P. You are speaking to me.
 - T. And now?
 - P. You are speaking to Anna.
 - T. What have I been doing?
 - P. You have been speaking to Anna and me.

FIFTH TOPIC.

THE POSSESSIVE (SINGULAR).

T. Pupils will write on their slates: "Mary's book," "John's arithmetic," "Jane's sewing," "Robert's pencil."

Having written them you may now spell them aloud, mentioning the apostrophe s.

SIXTH TOPIC.

Use and Spelling of Following Words:

My aunt is not an ant. You must spell that word with a u in it, I ate my supper at eight o'clock last night.

Buy the apples that are by the stand.

Pray that you may not be a prey to grief.

We have great fun with our new grate.

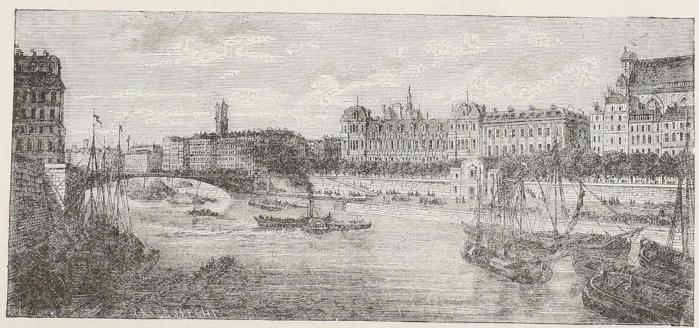
Form sentences like the above, using one of the following words and some word pronounced like it but spelled differently:

blue	flower	threw	hour	knot
knew	rose	whole	meet	course
pear	sent	won	ought	road
road	seem	wear	whose	would
wrung	steal			

SEVENTH TOPIC.

ADJECTIVES IN THE COMPARATIVE AND SUPERLATIVE DEGREES.

- T. Do you see any difference between those two pencils?
- P. Yes; one is longer than the other.
- T. Are both pencils long? Is this?
- P. Yes, but the other is the longest.
- T. Take care of your word longest. Did you tell me that one pencil was longest than the other? No! neither is it correct to use it as you did now. When we have only two objects our word must not end in "est." We will take a number of words. I shall say something of a pupil and you point out who is more so;
 - T. Alice is tall. P. Mary is taller.
 - T. You are good. P. The others are better.
 - T. This orange is sweet. P. Sugar is sweeter.
 - T. The candy is bad. P. The lemons are worse.
 - T. My dress is new. P. Jenny's is newer.



[See Outlines.]

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[See Out!ines.]

ITALY.

II

- T. We shall now speak of three objects. This pencil is long, and this? P. That is longer.
 - T. And this one? P. That is the longest.
- T. What can you say of this apple? P. That is the largest apple on your desk.
 - T. What can you say of the following averages, 90, 95, 100?
 - P. 90 is high, 95 is higher, and 100 is the highest.

EIGHTH TOPIC.

PRONUNCIATION OF WORDS.

Tell how many syllables in the following words, and which are accented:

catechism	mamma	carefully
evening	papa	diligently
arithmetic	uncle	surely
writing	cousin	slowly
morning	quickly	rapidly
remain	devoted	high
broken	driven	given

NINTH TOPIC.

Use of may and can, will and shall, learn and teach; each other and one another, expect and suppose, healthy and wholesome, complete and finish, don't and doesn't. Correct the following:

1. She learns me my lessons. 2. Get off of that tree. 3. He is on to that desk again. 4. They live a good ways from here. 5. It came off from that block. 6. Can I have that seat? 7. Can Mamy go home with me? 8. Will I close the door? 9. Will we be excused? 10. Shall you be there? 11. Will I come to-morrow? 12. He don't know me. 13. If they doesn't we will be disappointed. 14. I expect they are sorry now. 15. They have gone I expect. 16. The surroundings look wholesome. 17. Apples are healthy fruit. 18. My task is completed. 19. Lida died with the fever. 20. We have finished: can we go home?

N. B.—Refer to your Letter Writer for the above examples, p. 8, "Abuse of Words."

TENTH TOPIC.

Date a letter from your school-room, from your home, from your papa's place of business.

Write the abbreviations of the days and months, and those of at least six of the States.

ELEVENTH TOPIC.

Repeat Punctuation Rules 1st, 2nd, 3rd and 4th. Take the letters you have handed in this quarter and see whether you have violated those rules. After correcting all mistakes you may notice, hand the letters back and then they will be criticised by the class. Mistakes in spelling will not be excused.

TWELFTH TOPIC.

Correct:

 She don't know nobody here. 2. We was so glad to see papa. 3. They was all away and we was disappointed. 4. We can't go no-5. There never was happier girls. 6. Everybody were going 8. My sister is awful nice. 7. I can't find no place. to the fair. I eat my lunch all up. 10. Mamma is enjoying very bad health now, 11. Papa says our house is very wholesome. thank you. 13. We had the nicest time ever you saw, the weather was vour letter. so nice, and the cars was so nice and so clean, and our lunch was fixed so nicely in the nicest kind of a basket, and then the girls was so nice and sociable. You have no idea how nice everything was.

THIRTEENTH TOPIC.

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Children may now take their Letter Writers, turn to p. 26, and read in concert Hattie's letter to her little Auntie. Maggie, will you tell us what Hattie said in her letter?

Why must either Uncle Austin or Hattie's papa bring grandpa? Is Hattie's grandpa her father's or her mother's papa? How do you know? Why does not Hattie say, "I will be delighted," etc.? Whom do you suppose Hattie means by Edgar and Lou? Why does every one laugh at Hattie for calling Alice, "Aunty?" What does Hattie mean by saying "baby-sister?" Why does Hattie's mamma want grandpa and Alice to come in the morning? Do you think they went to Hattie's house? What kind of a time do you suppose they had? When do you

think they returned? I wonder who brought them back? What kind of weather do you think it was? Can you name some flowers that might have been in bloom? In what part of St. Louis do you suppose Hattie lives? Do you think you would like Hattie? Why?

Now I want each one of my little girls to write a letter something like Hattie's, but remember you are to use your own words and form your own ideas. You must not steal one thing from Hattie's, for if you do I shall say it is Hattie's letter, and as she is not my pupil, I can have nothing to do with her work. I want my own little girls' letters. In writing, remember your Punctuation rules and your Spelling.

What is a margin? Name and describe the different ones. What should the heading show? Where should it be placed? How is it punctuated? What does the address show? Give the number of items in your papa's address.

FOURTEENTH TOPIC.

Show the meaning and use of Mr., Mrs., Dr., St. (street), Cr., Cts., Doz., Feb., Sept., Nov., Mon., Tues., Wed., Thus., Fri., Sat.

FIFTEENTH TOPIC.

- 1. You are writing where you wrote yesterday. 2. You are speaking after being spoken to. 3. Who sat yesterday where you are sitting to day? 4. Who heard the lesson I am hearing now? 5. Who wrote the exercise that is now written on the board?. 6. He sat down before you had begun the lecture. 7. The cat is lying where she lay yesterday. 8. Take it all, for there is little left to be taken. 9. You are hearing only what you have often heard. 10. Speak as good children have spoken.
- T. I shall use in my sentences name words expressing one. Pupils change same to name words meaning more than one.
 - T. The child who has spoken the truth is loved by her teacher.
- P. The children who have spoken the truth are loved by their teachers.
 - T. The man who breaks his word should never be trusted.
 - P. Men who break their word should never be trusted.
 - T. The boy with open knife cuts the window sash in one place.
- P. The boys with open knives cut the window sashes in several places.
 - T. There was a mouse under my washstand last night.
 - P. There were mice under our washstands several nights.

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- T. I write in my exercise book once a week.
- P. We write in our exercise books five times every week.
- T. The man that is riding in the buggy has a horse that has a lame foot.

The men that are riding in those buggies have horses that have I me feet.

Supply how words and use is, are, was, were.

The girl who sings so — my cousin.

The written — exercise — Mary Lee's.

Children who study - rewarded.

He — absent — often.

We — trying — hard to be good.

Mary walks ----

T. Children may take their slates and write a story about the little boy or girl in the Letter Writer, whom they like best. Then to-morrow we shall have letters all about what we have learned in Language this quarter, and if all know this we are quite ready to begin the Third Grade Work.

TEST EXERCISE ON ENTERING THIRD GRADE.

FIRST TOPIC.

- 1. Teacher gives sentences with name words singular; pupils give plural, and vice versa.
 - Exercises in "a" and "an."
- 3. Use of the correct forms of the verb with singular and plural nouns.
 - 4. This, that, these, those.
 - 5. Use of kind words.
 - 6. Use of how words.
 - 7. Use of personal pronoun as subject.
 - 8. Spelling of words used in Language Lessons.
 - 9. Use and spelling of such words as eye, I, hear, here, to, for, &c.
 - 10. Abuse of words.
- 11. Letters, to prove the ability of pupils to write, spell, punctuate and use Capitals.
 - 12. Copy part of Catechism and Geography Lesson.
 - 13. Corrections of common errors.
 - 14. Meaning and use of Mr., Mrs., st., av.

The above 14 points being in the topics used in first year, then

follows the irregular verbs, the nominative and objective forms; the possessive singular; use and spelling of a list of words such as pray, prey; pain, pane; road, rode. Adjectives in the comparative and superlative degrees; how to tell the accented syllables, abuse of words, capitals and punctuation, abbreviations, different forms of the verb used in the same sentence.

Letters severely criticised on spelling, capitals, punctuation, correctness of parts, etc.

Children can produce a good letter at this period. Remember the motto, "What man has done, man can do."

We now begin the work belonging to Third Grade.

- T. In this grade we shall call all name words nouns. Do the children think there is any difference between one of their names and the names that belong to the different objects in the room?
 - P. Yes, our names begin with a capital letter and theirs do not.
- T. Correct. Our names, and the names of cities, towns, States and so on, are what we shall now know as proper nouns; the names of other objects that we see are known as common nouns. Let us take the letter on p. 35, from Charley to his papa, and in two different columns write the proper and common nouns, each in its own place.

You have written a number of words such as John's bat, Mary's slate, Ella's pencil, my book, your book, Edward's skates; we shall now call such words possessives. You have given me names meaning one or more than one, according to our exercise, and now we shall call a name word that means but one, a noun in the singular number, one that means more than one a noun in the plural number.

Arrange two other columns, marking the singular nouns in one, the plural in the other. Having taken all you can find in Charley's letter add some of your own.

SECOND TOPIC.

This will produce such sentences as the following:

- 1. You tell me that they have told all.
- 2. Strive on, since you have striven so long.
- 3. Send the letters that were not sent this morning.
- 4. You are not forsaken if God does not forsake you.
- 5. It has bled so long, it surely will not bleed longer.
- 6. Do not kneel longer, you have knelt an hour.
- 7. Shine on as thou hast ever shone.
- 8. Dig on until you have dug three feet.
- 9. Wring those clothes better than you wrung the others.
- 10. Weep not more, too long thou'st wept.

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Exercises such as the foregoing should be required, unsing following words:

kneel	knelt	kneeling
build	built	building
spring	sprang	springing
wring	wrung	wringing
sting	stung	stinging
shine	shone	shining
fight	fought	fighting
grind	ground	grinding
meet	met	meeting
stay	stayed	staying
		100

THIRD TOPIC.

The country seems good.

She looks beautiful.

It tastes pleasant.

You appear sick.

The rose smells sweet.

You look well.

T I am afraid some of my little ones will think the words in Italics how words, but they are not; they are kind words. We do not use how words after look, seem, appear, feel, taste and smell. You will remember now that these are kind words, because they tell some quality of the noun.

Persons will say to you, "If you say the country looks beautiful," does not beautiful tell how the country looks and should it not be beautifully?

To this you may answer: We say pickles taste sour, does sour tell

how they taste, and if so, must we say sourly?

"That man runs quickly." Here the how word is plain, for it adds something to the man's action, but "looks beautiful" means that it is beautiful, "tastes sour" that it is sour, "smells sweet" that it is sweet.

You will learn hereafter that such words as look, seem, appear, taste, feel and smell are not modified by how words.

FOURTH TOPIC.

T. Class, be attentive now to the use of words that are very much abused, namely who and whom. I met Charley last night; Mary, ask Jennie whom I met.

ollow.

P. Jennie, who did Sister meet?

T. Who remembers the word I used where Mary used who? Class. Whom.

T. Correct. Class, ask the question.

C. Whom did Sister meet?

T. After the words to, for, with and from we should use whom. not who. Pupils may now fill out the following blanks:

To - did you give it?

With -- did you come?

From - is that letter?

For - are you making that?

From - did you get that ring?

To - are you writing?

For - do you care most?

— are you expecting?

- did you say?

With - do you study?

Who is used as the subject of a proposition, as:

Who are you?

Who is Mr. Edwards?

--- lives down stairs?

- came so late last night?

- knows anything about it?

FIFTH TOPIC.

In this lesson we shall learn to use "who" in speaking of persons, "which" in connection with lifeless objects and "that" when we wish to avoid repetition. Understanding this, class may now fill blanks.

- 1. The lady -- called was mamma.
- 2. The dog bit baby is killed.
- 3. The house -- is for rent belongs to Mr. Burke.
- 4. Mr. Long my uncle, will do anything he can for you.
- 5. The buggy --- we used last night is broken.

SIXTH TOPIC.

Class, take Letter Writers, turn to p. 60, 20th letter, fourth grade. In this letter do you find any words of four syllables?

See how many you can find; look through all the letters of the third grade; find as many words as you can of four syllables, and place the accent where it belongs.

ords in do not ou will quality

not be

it adds hat it is at it is

appear,

ry much ry, ask Now change the accent of ten of them and pronounce the words

accordingly.

Each one may take her turn in finding one of those words in the dictionary. After this exercise you must consult the dictionary for any word that you are uncertain how to pronounce.

SEVENTH TOPIC.

Pl	ace some	of the foll	lowing wo	ords in ser	tences:		
praise	prays	choir	quire	hair	hare	berry	bury
forth	fourth	ail	ale	pride	pried	waist	waste
him	hymn	coarse	course	lie	lye	throne	thrown
flea	flee	base	bass	higher	hire	current	currant
lessen	lesson	nay	neigh	right	write	knows	nose
hour	our	seed	cede	waive	wave	seen	seine
prints	prince	rap	wrap	wrote	rote	wait	weight
pair	pear	knew	new	air	heir	might	mite
sew	so	passed	past	cellar	seller	grocer	grosser
mail	male	rite	wright	wood	would	meat	meet
rough	ruff	hart	heart	bail	bale	bay	bey
ceil	seal	mean	mien	mold	mould	pole	poll
kill	kiln	bough	bow	heal	heel	peace	piece
idle	idol	grate	great	vice	vise	chord	cord
rung	wrung	main	mane	tear	tier	taper	tapir
bight	bite	load	lode	days	daze	pearl	purl
real	reel	reck	wreck	plait	plate	plum	plumb
holy	wholly	plain	plane	nu" nd	19 11		S. P.

EXAMPLES.

Let her praise God as she prays for sinners.

Get a quire of paper for the use of the choir.

Let this lie in the lye all night.

I wish Sister would lessen the number of questions in our lesson.

The goods are kept in the cellar of the seller.

I would not cut that wood.

He will waive a discourse on the "Wave."

With all her pride she has pried into my secrets.

Looking for the definitions of these words and endeavoring to get each kind in the one sentence, brightens the minds of the little ones and gives them interesting as well as useful exercises. If there are too many words for this year (we do not think there are), some may be held over for fourth grade or different exercises of this grade.



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EIGHTH TOPIC.

Further exercise in pronunciation, accentuation and spelling of given words, which we would suggest to have taken from the Catechism, Geography and Arithmetic, as these are terms that must be learned.

NINTH TOPIC.

ABUSE OF WORDS.

Correct the following:

- 1. Let go them bannisters.
- 2. My! how cute that little thing is.
- 3. Yes, she is real cute.
- 4. You ought to be respectful.
- 5. Will I close the window?
- 6. I'm most finished, wait!
- 7. Where did you get it at?
- 8. Mamma is some better to-day.
- 9. We climb up to the cupalo.
- 10. Your brother has less mistakes than you.
- 11. There is a fewer number in school to-day than usual.
- 12. He don't never know how to act.
- 13. We was so surprised.
- 14. That's a funny looking concern.
- 15. Why don't you do like I do?
- 16. Give ma a couple of pins.
- 17. You must crush out that feeling.
- 18. I was no sooner there but I wanted to be back.
- 19. I am going to go in spite of everything.
- 20. You should be honest.

TENTH TOPIC.

- T. Pupils will now learn the following rules:
- 1. The possessive singular is formed by adding apostrophe and s.
- 2. The possessive plural is formed by adding only the apostrophe when the noun ends in s, otherwise it is formed the same as the possessive singular.

EXERCISE.

1. That is the Sisters' room when they take dinner here, but the rest of the time it is our Sister's class-room.

- 2. The boys' rooms are not so cheerful as ours.
- 3. This is that boy's hat.
- 4. Sarah's uncle took her writing desk to have it changed at Simmons' store.
- Robert's father took Robert to Roberts' book store and boughthim Addison's Works.
 - 6. The child's father is at Barr's.
 - 7. Come to Agnes's house with me.

ELEVENTH TOPIC.

T. For this lesson each pupil must bring me an exercise, giving the incorrect words and expressions they have heard since our last examination, and correction of same on a separate paper.

TWELFTH TOPIC.

Use the following abbreviations in sentences after writing them in full, Agt., Col., Gen., C., Abp., A. M., Apr., I. H. S., H. J. S., Cr., Aug., Mo., Ill., N. Y., Minn., MSS., Mts., Ia., Jan., Jas., Thos., La., M. C., C. O. D., Atty., Alf., C. I., Ency., Fol., For., G. P. O., Hdkf., H. M. S., D. G., P. S., Rev., P. O., P. M., I. N. R. I., Gram., Dept., Ark., L. L. I.

N. B.—The above abbreviations are all found in Letter Writer, Part I, p. 77.

THIRTEENTH TOPIC.

- T. We shall now have a letter-writing talk. Get your books and turn to p. 36, 9th letter, Third Grade. Who can tell me something about the little girl who wrote this letter?
- P. Her name is Clare, and she is at an asylum in St. Louis. She wrote to her mamma July 2, 1886.
 - T. Eliza, you may tell me something further.
- P. Clare expected her mamma to come to see her, and she was disappointed when the day passed without bringing her.
 - T. Why is Clare so anxious?
- P. She is afraid that her mamma is sick, and she knows if she tells her mamma so and tells her too that she will not feel satisfied until she hears from her, that her mamma will come or write.
- T. Why does she tel. her mamma the first thing in the next paragraph that she is well?

- P. Because she knows that is what her mamma cares most to hear.
- T. Why does Clare say, "Sister says I am doing well in my lessons?" Could she not tell that of herself?
 - P. Her mamma might think she was boasting if she did that.
- T. What does Clare know her mother will be pleased to hear?
 - P. That her mending was good.

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- T. What makes Clare sad sometimes?
- P. Thoughts of their home before her papa died; and her babysister is dead too, and Harry is far away.
 - T. What about her mother, Jennie?
- P. Clare feels bad when she thinks how hard her mother has to work.
 - T. Why is her mother working so hard?
- P. So that she can buy a house and have all her children with her again.
- T. Why does Sister tell her she must pray that God may take her father to heaven? Did not some one tell me her father was dead, when he letter was commenced?
- P. Yes, but maybe God sent him to purgatory, because "nothing defiled can enter Heaven," and Sister wants Clare to pray because the bible says "It is a holy and wholesome thought to pray for the dead, that they may be loosed from their sins."
 - T. Very good. What is the last thing that Clare asks in her letter?
- P. If her mamma cannot come, to send her some word, for she must know how her mamma is.
- T. Do you think her mamma wrote, or did she come to see Clare? Which do you hope she did, Lena?
- P. I hope she came right away to see Clare, and that she brought her some fruit and candy and something nice to wear.
- T. Ah! but you must remember Clare's mamma was trying to save as well as to earn money, and fruit and candy cost money. Would you not rather hear that Clare was a good sensible little girl, who would not let her mamma bring her anything she could do without? And if Clare were anxious to be with her mother and brother again would she not strive to take care of her clothes so that they would not wear out? Yes, I see you all agree with me, and I hope that some kind benefactor of the asylum gave some money to have all the children treated, and that Clare was one of those who passed the good things around. Then just think how many little hearts asked God to bless the kind person who gave them so much pleasure!

We should always remember the orphans, for they are God's pet

FOURTEENTH TOPIC.

For your lesson to-morrow you may write a letter, in which you will be Clare's mother, and I shall be anxious to know what kind of letters Clare is to receive.

If your letters are good I shall tell you a pretty story about a little girl who was lost and put into an orphan asylum.

A great lady and gentleman came to the asylum one day to adopt a child, and whom do you suppose they selected? No, no; I must not tell; that would spoil my story, and you would not care to hear it again.

What a sweet little letter Rose's is! We shall soon have a talk about that. Which hour in the day do we have the pleasantest time? Language hour? Yes, I think so too; and remember, we shall soon haw a letter writer of our own. The exercise books are filling up very rapidly. What good children I have!

FOURTH YEAR OR GRADE.

We have been using such words as he, she, it, and their various forms, but we have not learned the names of such words.

The words are used instead of name words or nouns, and are called pronouns.

Another point in Language that we shall speak of to-day is the part of speech to which the action words belong. This is known in grammar as the *verb*.

In the exercise given in Second Grade about the "breaking of the stick," you remember we used have broken, had broken, has broken. This is known as the perfect form of the verb. Actions going on at the present time are said to be in the present tense, actions completed at the present time are in the present perfect tense, past actions are in the past tense, and actions completed in past are in past perfect tense.

Actions that will be performed are in the future tense, while actions completed at or before some future time are in the future perfect tense.

We can always tell the perfect tenses by the additions of have, has or had.

For to-morrow's lesson you may fill out the following blanks:

- 1. She writing now and I to-morrow.
- 2. John his lesson last night, but I mine long before.
 - 3. My books taken out of my desk.
 - 4. Father preaching when we arrived.
 - 5. We be there without fail.

- 6. When you see me next June I —— an inch taller and some number of pounds heavier.
 - 7. I hope you — by this time.
 - 8. I -- very sorry to hear your bad news.

SECOND TOPIC.

- T. When we use the exact words of another what marks are placed before and after the sentence?
 - P. Quotation marks.

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36.

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- T. What do we call the mark that follows such words as oh! ah! alas! and so on?
 - P. Exclamation point.
- T. Prepare an exercise showing the use of quotation marks and the exclamation point.

THIRD, FOURTH, FIFTH AND SIXTH TOPICS.

- 1. The letter we spoke of a few days ago, on page 36,—tell me about the quotation marks, the periods, commas, colons and the abbreviations.
- 2. Write an order on the same plan as that on page 40, Letter Writer.

Make out a bill similar to the one on page 39, Letter Writer.

- 3. Write a letter to a cousin at a distance, telling her of your studies, your class, your companions and your school in general.
- 4. Write a list of words ending with o, as cargo, and their plurals.
- 5. Put both forms into sentences, using them where you can as possessives.
 - 6. Write five sentences, using this and that with sort and kind.
- 7. Write five sentences, using different forms of go, send, leave, give, eat, lay and draw.
- Write five sentences, using the proper personal pronoun after the verbs is and are.
- 9. Give the proper form of the pronoun after the verbs told and send.
- Compare two or more objects and use proper form of quality words in five sentences.
 - 11. In five different sentences show the use of who, which and that.

- 12. Use the proper words after look, seen, appear, feel, taste, and smell.
 - 13. Show the proper use of who and whom.
- 14. Give five sounds of the letter a, three of e, two of th, one of wh, two of o, two of i, and two of u. Give the sound of y in why.
 - 15. Use the dictionary every day and every hour if necessary.

As we shall soon be using the descriptive letters in the Fifth Grade we shall select some of the words used therein.

circumstances	Melbourne	cannibalism
ravages	peculiar	paroquets
acacias	wattle	denizens
hideous	characteristics	unsurpassed
formidable	productiveness	associated
European	peculiarities	perpendicular
aquiline	viviparous	quadruped

N. B. If you wish to see how the words may be used read 4th letter of Fifth Grade.

SEVENTH AND EIGHTH TOPICS.

Write twenty sentences, showing the use of words pronounced alike but spelled differently (see list of same in Topic in Third Grade.)

Let us now have one of our talks about some of the letters.

- T. Why are most of the letters in the Fourth Grade ones treating of First Communion and of the joys of Christmas?
- P. The Fourth Grade has most of the First Communicants, at d it is time that in this grade we should know how to write letters on any subject.
 - T. In Josie's letter to her grandma what does she describe?
 - P. The Chapel of St. Joseph's Academy, Carondelet.
- T. Can you repeat her description, or better, give it in your own words?
- P. Josie tells her grandma that she (grandma) knows how beautiful the Chapel always is, but on this occasion it was decorated just as grand as we would like it. All natural flowers, geraniums, pansies, roses, lilies, and all kinds of leaves.
 - T. Alice, can you add anything more?
- P. Josie says there were hanging baskets filled with begonias forget-me-nots, lilies of the valley, and different kinds of vines in larguals alabaster vases. That the candles in grand new candlesticks were like those of the First Communicants, only larger.
 - T. Who played the Mass?
 - P. Some Sister and the little girls knelt in the sanctuary to receive.

- T. Can you imagine how happy those little ones must be, and why?
- P. Oh, yes; they have received our dear Lord for the first time, and he loves little children so dearly. Then they have so many things to ask for papas and mammas and every one else that asked their prayers that day. They think of them all, and the loving Jesus is pleased with them.
- T. Yes, indeed! what a happy happy day it is! the sweetest, the best of our whole lives. I hope my little ones this year will think and endeavor to prepare their hearts for the Infant King, make good, fervent confessions, and beg our Lord and his Immaculate Mother to give you the necessary dispositions to make a good Holy Communion.

Now we shall look at some of the Christmas letters. Do you find them very different from other letters?

P. No, Sister; little Nettie cannot write herself, and she just tells her mamma and papa so, in wishing them a "Happy Christmas!"

Freddy wishes his mamma and papa a "Merry Christmas!" and tells all that he wants Santa Claus to bring him. First, he says he hopes Santa Claus will bring mamma and papa what they want too.

Emma must be a little girl of seven or eight, for she has only made her first confession, but Louisa must be a big girl, for her letter sounds that way. She is writing for her mamma, and puts down everything that her mamma says, and then she wishes them a "Happy Christmas!" for herself.

Violet must be a big girl too, Sam's letter sounds just like a boy, and it is good: so is Johnny's.

T. Very good. I see you remember what we have said about those letters. So many think Christmas letters are hard to write, but you see they are as you say, like all other letters, expressing the feelings that are natural at that season. Best wishes to every one speaking of Christmas gifts.

You notice in most of the letters the little boys and girls are making promises for the future and asking pardon for the past. Christmas is a very appropriate time for this. These letters to be good must be like all others, pleasing, graceful and above all natural.

As in the Fifth Grade, our letters are mostly descriptive ones, we shall talk about the twenty-fourth letter in the Fourth Grade, which is also a descriptive letter.

- T. Where does the writer of this letter attend school?
- P. At St. Teresa's Academy, K. C.

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- T. Do you like the manner in which the letter is begun, or rather, do you like the salutation?
- P. Yes; it tells just how Julia feels toward the lady to whom she is writing. This lady must have been a great friend of Julia's mamma, because she writes to her on the anniversary of her mother's

death and the first day after she returned from her visit to Bay St. Louis.

T. Where is Bay St. Louis?

- P. It is in the southern part of Mississippi, between New Orleans and Mobile. It is called Bay St. Louis because it is situated on the St. Louis Bay.
 - T. What Sisters are teaching there?
 - P. Sisters of St. Joseph, from New Orleans.
 - T. What is the name of the convent?
 - P. "Our Lady of the Gulf."
- T. Now tell me when Julia was there and what pleased her so much?
- P. Julia was in Bay St. Louis on the first of May, and she was pleased with the procession of the "Children of Mary."

She says that the 1st of May is a memorable day for all Catholics, but there, in the sunny South, with the cool breeze from the Gulf, and the church and convent just before them, Julia seems to think she had never felt the beauty of anything so much.

Everything must have been very quiet, for Julia speaks of the church bell breaking the stillness, and at the same time the procession files out of the convent.

She speaks of the six little girls—angels, describes their appearance and movements of the banner; beautiful flowers and plants must be there, for Julia speaks of the "perfumed air."

Then the young ladies are described, and Julia says they reminded her of the Virgin train that "Followeth the Lamb whitherso-ever he goeth."

- T. You have given a very good account, Della, and now Maggie may finish.
- P. Julia speaks of the singing, "Virgin Mary, Still Remember," of the Benediction of the most Holy Sacrament, after which was sung the *Te Deum* in grand chorus.

I can almost see the place from the description Julia gives, and I think it must be a very beautiful spot. I like Julia's description of the evergreen spruce, and I imagine the woods a place I should very much like to see.

I have often read of the many out-buildings peculiar to the South, and with the vines of which Julia speaks so much, they must look very pleasing.

How beautiful the Carolina jasmine must look on the tree tops! I do not wonder Julia was impressed by such a scene.

T. I am very much pleased with your description. You see how easy it is for children, even in this grade, to learn how to express themselves well, and if they speak well they cannot but write well.



MIRROR LAKE-YOSEMITE VALLEY.

See Outlines.]

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[See Outlines.]

NEW YORK CITY.

We shall have a great deal to talk about when we take up the letters of the Fifth Grade. There will be geographical and scientific talks.

Our next talk will be on landscape gardening, as Isabella seems to have studied this matter up before writing the last letter of this grade.

For our next letter we shall have a description of a park.

I shall tell you nothing about this, as you know just what you ought to do, and I shall expect correct and neat work.

LANGUAGE WORK IN FIFTH GRADE.

FIRST QUARTER.

The children in the primary grades, from the first grade upward, have been taught to select from their reading lessons, name words, action words, how words, relation words, connecting words, kind words, wonder words, and words used to avoid saying the name words too often.

I will suppose them now beginning the Fifth Grade, or in other words, "they are in fractions."

The question arises, how much language is in the minds of those children before me? Knowing that all have been using the Letter Writer, I select one of the letters in the Third or Fourth Grade, and begin a talk with my pupils. Should they not succeed in finding the various kinds of words above mentioned, I do not decide at once that they have never been taught, especially if it is after the summer vacation. What they have forgotten, I try to bring before their minds without telling them, "Surely you ought to know that."

The next measure is to have them write a letter, somewhat similar to the one they have read. This is done while I am attending to another class. The letters will, no doubt, prove poor specimens, but the long vacation is brought to their rescue, and the children are advised to spend their evening Study Class in correcting and improving them.

The following morning the best productions are copied on the board, perhaps three in number, and criticisms called for.

When corrections come slowly, I call the attention of the class to similar work in their Letter Writers, telling them to compare the board work with that of the little girls and boys whose letters are in their book. This has always succeeded.

Then I ask them to provide name words and action words for the following: 1. — — to our school. 2. — — very well. 3. — — I am lonely. 4. — — use the truth.

Supply how words and kind words: 1. The apple is — ——.

2. She has — —— hair. 3. Lulu sings ———.

Supply connecting, how and wonder words: 1. —— see the dog
—— the room. 2. —— it is not —— my power. 3. John —— Anna
have left school. 4. It belongs —— me and Harry. 5. I will go ——
your house. 6. Stay —— us.

Take your Letter Writers, turn to page 44, and from second letter, Fourth Grade, arrange in columns the name words, action words, kind words and how words.

The class having attended to three or four such orders, handed in their exercises, which show that they understand pretty fairly the Language work of lower grades, I proceed to give the class instructions as follows:

Hereafter we shall call all name words nouns, as you will see from the black board exercise. There is a great deal to be learned about nouns, properties, definitions of each property and classes of same.

THE NOUN.

CLASSES.—PROPER AND COMMON.

	CLASSES	.—I ROPER ANI	
	(Masculine.	Male.
	Gender.	Feminine.	Female.
		Common.	Either.
		Neuter.	Neither.
		(First.	Speaker.
PROPERTIES. <	Person.	Second.	Person spoken to.
		Third.	Person spoken of.
		Singular.	One.
	Number.	Plural.	More than one.
		Nominative	Use of noun or pronoun as subject or predicate of the preposition.
	Case.	Possessive.	Use of noun or pronoun to denote possession.
		Objective.	Use of noun or pronoun the object of a transitive verb or a preposition.
		Absolute.	Use of a noun or pronoun used in- dependently.

You see here, from the black-board exercise, that nouns have four properties, that there are four genders, three persons, two numbers and four cases. You learn also from the black-board exercises what the sev-

eral divisions of each of these properties denote and you learn, in the same way, the Rules of Syntax applied to nouns.

RULES OF SYNTAX APPLIED TO NOUNS.

- A noun or pronoun used as the subject or the predicate of a proposition is in the nominative case.
- A noun or pronoun used to limit another noun or pronoun is in the possessive case.
- 3. When the second noun or pronoun denotes the same person or thing it is the same case.
- When these parts of speech are used independently they are in the 4. nominative absolute case.
- The object of a transitive verb or of a preposition is in the objective case.
- When time, distance, measure or value, is expressed by a noun, it is 6. in the objective case without a governing word.

We shall now take up the Verb.

	Г	HE VERB			
CLASSES—In	regard to us	se		{ Transitive. Intransitive.	
CLASSES-In	regard to fo	orm		{ Regular. Irregular.	
(Voyen)	Voice.	Active.	Denotes acting.	the subject as	
	1	Passive.	Denotes acted u	CONTRACTOR OF THE PARTY OF THE	
		Indicative.	Declares a		
		Subjunctive.	Asserts a thing as doubt- ful.		
	MODE.	Potential.	Asserts the power, necessity, lib- erty, duty, or liability of action.		
PROPERTIES.	{	Imperative.	Expresses	s a command.	
		Infinitive.	Expresses	s without affirm-	
		Present.	Denotes Pre	sent time.	
	57	Present-Perfect.	Denotes an present	action completed at time.	
Tense.	Tever	Past.	Denotes Pas	t time.	
	I ENSE.	Past-Perfect.	Denotes an	action completed at olly past.	
	January 1	Future.	Denotes Fut		
1	į	Future-Perfect.	fore a cer	action ended at or be-	
	(PERSON A	ND NUMBER.—In	its subject	Verb agrees with	

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RULE OF SYNTAX APPLIED TO VERBS.

A Verb must agree with its subject in person and number.

Having become thus far acquainted with the two great parts of speech, Nouns and Verbs, we shall begin anew the making of sentences, confining ourselves, for the present, to those that contain only a subject and predicate.

All action words are verbs, but as you shall soon see, there are words that do not express action, which belong to verbs. For besides expressing action, a verb shows being or state of being, as: I am well. Your hat is on the table. He lies motionless. You should be there.

Here now we have the black-board exercise for the Verb, its classes, properties and rules.

We will first analyze the sentences, then parse the nouns and verbs: Birds sing. Children play. Engines run. Water sparkles. Leaves turn. Ice melts. Dogs bark. Children study.

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Since we understand very well the two principal parts of speech, we will proceed to that part which includes kind words; these are known in grammar as adjectives.

You see on the black-board this part of speech represented with its property; its different classes and sub classes, and the rule which is applied to the adjective.

THE ADJECTIVE.

GENERAL CLASSES .- DESCRIPTIVE -- DEFINITIVE.

	(Positive. (Expresses simple quality.
Property, Co	m- Degrees.	Comparative. Higher or lower degree of the quality.
		(Superlative, Highest or lowest degree of the quality.
	Articles.	Definite and In- The, a, an. definite.
INDEFINITE ADJECTIVES		Demonstratives. This, That, These, Former, Latter. &c.
	Distributives. Each, Every, Either, Neither.	
		Indefinites. All, Any, Another, Certain, Divers, &c.
	Numerals.	Cardinals. Number. Position.
Numerals.		Ordinals. Position. Fold.

Having memorized all that is necessary of this exercise, we proceed to parsing the adjective and giving it its proper place in analysis. Taking the sentences we have disposed of before, we produce: The

yellow bird sings. The autumn leaves turn yellow. Our big black dog barks loudly. The largest piece of ice will melt.

Pupils will now tell me the general and sub-classes to which the following adjectives belong: The, former, tenfold, twice, twenty, enough, many, a, one, sundry, fiftieth, old, green, little, both, every, bright-colored, which soever, over-grown, honest, sincere, single, dead.

- 1. Class give the general divisions of definitive adjectives; the divisions of articles; of pronominals; of numerals.
 - 2. Give the order of parsing an adjective.
- Each one in class write on his slate models for parsing nouns, verbs and adjectives.

Before what sound is a used? An? When should the be used?

Do the following examples look correct: We are a united band. What man greater than a true Christian? The subject of my composition was "A Rainbow." A horse is an noble animal. Honor formerly was understood as a truth. We own three of them houses. Put them bowls on the table. She never wrote no letter. I never said no such thing. He don't know nothing about it. I wouldn't do it for nothing. Repeat the three first paragraphs. Take the two first on the four first desks. He arrived safely. How beautifully the country looks. I cannot go, I feel too badly.

Notice the verbs in the following: We was so glad we didn't know what to do. They was running when we saw them. There never was so many people. We was a wondering what become of you. I never have seen him. I seen you at the Veiled Prophets. Yes, I seen Mrs. Cleveland. We was so crowded in the street cars, people was a fainting. It had fell before I could get there. It has blowed out the window. The letter was wrote before you came. They have drove over to uncle's. My dress is all wore out. Yes, you done it. I knew you six years. I couldn't of helped it. I shall go, you will not stop me. We will receive our reports next month. If I am not engaged, I will go. He has went to school. I haven't went to Mary's house for a long time.

Can you repeat the cautions given in Harvey's English Grammar under Adjectives? Those under Verbs? Write examples of common usages, showing the need of those precautions.

Children you are now in the Fifth Grade. If the Letter Writer had been in print when you first came to school, and you had learned to form your alphabet from it, I should not need to remind you that there is a great deal in Part I., Letter Writer, which you must learn and practice. I must ask you again to memorize pp. 3, 4 and 5. You either have not learned those rules or you have forgotten them. Your letters are by no means what we have a right to expect from children in this grade. Remember that for many of you this is your last year at school, and of what use have your years of hard study been if you cannot write a letter?

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we pronalysis. You may take for your model letter in preparing the exercise for to-morrow's Language hour, Austin's letter to his Grandpa, page 54.

If you cannot remember your rules for punctuation, turn to pages 75-76, and punctuate your letter so that it can be read.

Criticisms on the exercise will be principally, "capitals," "commas," "quotation marks," and, of course, spelling.

I shall not accept less than two pages.

SECOND QUARTER.

Having gone through the work of the First Quarter understandingly, the pupil cannot find much more trouble with those parts of speech most frequently used. Of course, reviews must be gone over every day, and as parts of speech are named in the reading lesson and elsewhere, it cannot be but the class beginning Second Quarter, fifth year, will be pretty fairly grounded in the knowledge of parsing, and in the analysis of sentences. To test this the following has been found to be a good exercise:

T. Class may take Letter Writers, turn to page 3, part II. From this page, arrange in proper columns the nouns, verbs, adjectives, adverbs and pronouns. This done, arrange the relation words or prepositions, the connecting words or conjunctions, the wonder words or interjections.

We shall now have a talk about another part of speech, of which we have said so far very little. Let us have the different parts of write

P. Write, wrote, written.

T. Of drive, speak, give and grow.

Pupils give these and several others, such as the teacher requires, the parts written in their respective columns, as follows:

PRESENT.	PAST.	PERFECT PARTICIPLE.
write	wrote	written
speak	spoke	spoken
give	gave	given
grow	grew	grown
arise	arose	arisen
do	did	done
hear	heard	heard
forsake	forsook	forsaken
hide	hid	hidden
clove	cleft	cloven
draw	drew	drawn
become	became	became
rise	rose	risen

Another topic that will aid us to know the participle is the first of the Fourth Grade, where we had exercises in the tenses. You remember we spoke there of the perfect form of the verb: now we shall know this form as the Perfect Participle.

The Present Participle ends in ing, and is sometimes used: 1. As a noun, as: He delights in reading. I enjoyed the singing. I listened to the preaching. Her hearing was remarkable. She is good at describing. They were listening to the playing. Tom is fond of traveling.

2. As an adjective, as: The chiming bells, the glistening dew, the sparkling water, her flowing hair, the charming air, the listening ear, the loving heart, the clinging vine, her aching head, the burning taper, the twinkling star.

3. It may be something affirmed of the subject, as: Stooping down and looking in, I saw the figure plainly, i.e., I was stooping down and looking in when I saw the ——. Here the participle is the predicate.

We must bear in mind that a participle, though derived from a verb, is not in itself a verb, nor has it the properties of a verb, such as mode and tense.

The participle shows the action continued or completed.

For the *time* of this continuance or completion we must look to the verb in the sentence. We have learned a good deal about the Present Participle; the next class to be taken up is the one to which all those words written in the column marked Perfect Participles belong.

Most of the Perfect Participles we have taken end in en. Let us take other words: catch, find, kneel, show, wear, tear, speed, run, seek, stand, swim. Now look carefully at your columns of Perfect Participles. How many end in en? In n? In d, ed, t? Correct. You will find that generally the Perfect Participle ends in some one of those letters or syllables. Name the exceptions that you find in your columns.

P. Done and become.

T. Very well. We shall have occasion during the quarter to use irregular verbs, and you will notice the various endings of the Perfect Participle. We must impress well on our minds now, that the Present Participle shows the action continuing, while the Perfect shows the action completed.

Another class of this part of speech is the Compound Participle. This is formed by placing having or having been before the Perfect Participle, as: Having finished my task I departed. Having taken up grammar, we must show our improvement therein. Having been disappointed before, we cannot have much hope now.

Having learned enough of this part of speech to recognize it when we meet it in our various exercises, we shall now take up the work proper to our regular language lesson. Here it would be well to follow each Topic as is required in Fifth Grade, beginning now with

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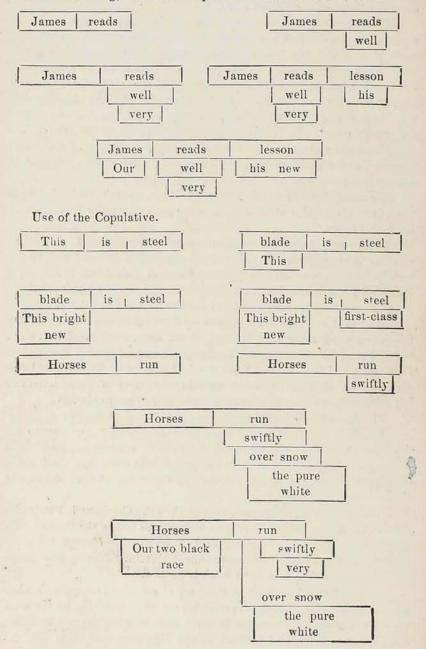
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ANALYSES OF SENTENCES.

Instead of arranging subject and predicate in different columns as we have been doing, we shall now place them in little boxes, thus:

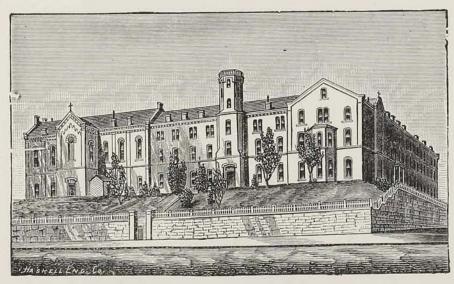


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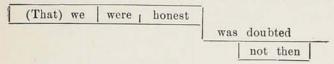
[See Outlines.]



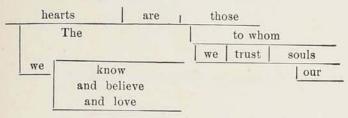
St. Joseph's Academy, South St. Louis.

[See Outlines.]

1. That we were honest was not then doubted.



2. The hearts we know and believe, and love, are those to whom we trust our souls.



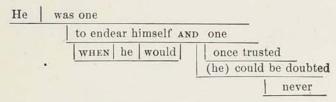
3. It felt and looked like a troubled dream.



4. Give me anything but deception.

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			deception

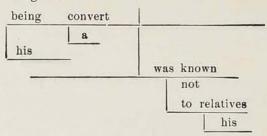
He was one to endear himself when he would, and one once trusted, never could be doubted.



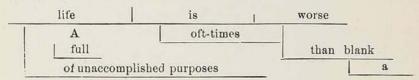
6. Having arrived before the time, we went to the Falls.

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7. His being a convert was not known to his relatives.



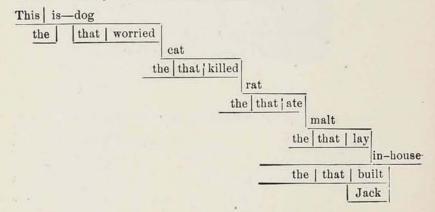
8. A life full of unaccomplished purposes is ofttimes worse than a blank.



9. The young girl smiles sweetly.

girl	smiles	
The		
young	sweetly	

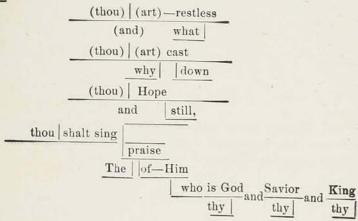
10. This is the dog that worried the cat that killed the rat that atethe malt that lay in the house that Jack built.



11. What, restless? why cast down, my soul?

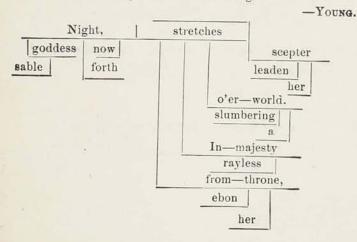
Hope still, and thou shalt sing
The praise of Him who is thy God,
Thy Savior and thy King.

soul?



12. Whither has he gone ?

13. Night, sable goddess! from her ebon throne, In rayless majesty now stretches forth Her leaden scepter o'er a slumbering world.



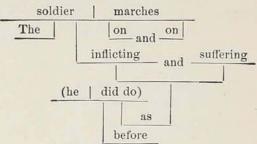
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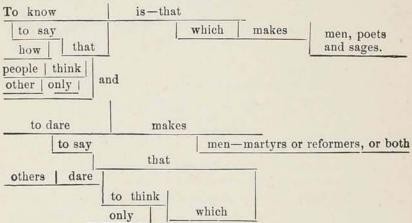
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14. The soldier marches on and on, inflicting and suffering as before.

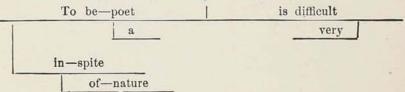


15. To know how to say what other people only think, is what makes men poets and sages; and to dare to say what others only dare to think, makes men martyrs or reformers, or both.

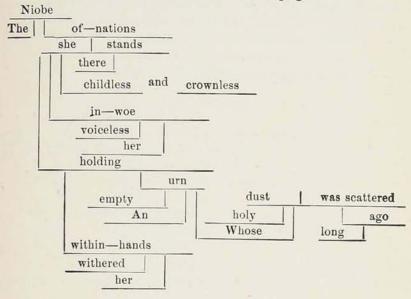


N. B.—"Poets," "sages," "martyrs," "reformers" and "both," are attributive objects.

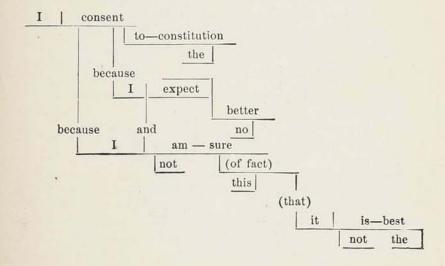
16. To be a poet in spite of nature is very difficult.



The Niobe of nations, there she stands,
 Childless and crownless in her voiceless woe,
 An empty urn within her withered hands,
 Whose holy dust was scattered long ago.



18. I consent to the constitution, because I expect no better, and because I am not sure it is not the best.



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19. As when upon a trancid summer night,

Those green-robed senators of nightly woods,

Tall oaks, branch-charmed by the earnest stars,

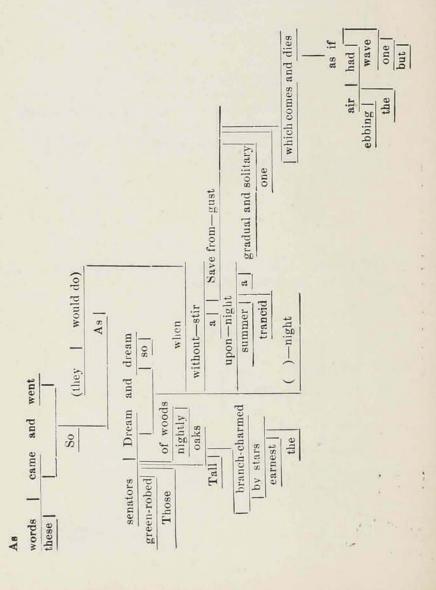
Dream, and so dream without a stir,

Save from one gradual and solitary gust,

Which comes upon the silence, and dies off

As if the ebbing air had but one wave:

So came these words and went.



THE PREPOSITION.

This part of speech we have hitherto called the Relation Word. It is always used with a noun or pronoun, which is called its object, and it shows the relation between this object and some other word. The object of a preposition, as you have already learned, is in the objective case. Point out the prepositions in the following sentences, and parse their objects:

- 1. A man of virtue is one of sense.
- 2. Rome is the city of the Church.
- 3. The poor little girl died of hunger.
- 4. We live in Waterloo.
- 5. The child of good parents is rarely a bad child.
- 6. The girls were taken by surprise.
- 7. Take the bundles from your mother.
- 8. They were scattered around the room.
- 9. He was a child of principle.
- 10. This is the city of churches.
- 11. From morning until night let Israel hope in the Lord.
- 12. Divide this among your companions.

A preposition and its object is called a Prepositional Phrase. We shall learn something of their office in the above sentences. Let us take:

- 1. What kind of a man is one of sense?
- P. A man of virtue.
- T. Name the prepositional phrase.
- P. Of virtue.
- T. Of virtue then tells us the kind of man, and it is therefore used as what part of speech?
 - P. As an adjective.
- T. Correct; and a phrase used as an adjective is called an adjective element of the second class. Now, in the fourth sentence, the phrase is used for what purpose?
 - P. To tell where we live.
- T. Correct; what part of speech tells when, where, how, why, and so on?
 - P. Adverbs.
 - T. What kind of an element then is "in Waterloo?"
 - P. An adverbial element of the second class.
- T. In the other examples tell which of the phrases are adjective, and why? Which adverbial, and why? For your next lesson hand in ten sentences in which the phrases are used as adjective elements, and ten where they are used adverbially: after that we shall learn to name more of the principal prepositions.

THE PERSONAL PRONOUN.

SINGULAR.

Nominative	Forms—	1,	you,	ne,	she,	it.
Possessive	66	my,	your,	his,	hers,	its.
Objective	66	me,	you,	him,	her,	it.
		PLUI	RAL.			
Nominative	Forms-	we,	th	iey,	you	
Possessive		our,	th	neir,	you	r.

Objective "us, them, you.

Arrange in columns the root, prefix and suffix, if any, of the following

Anglo-Saxon Words:

fleshy	tenthly	dewy
pounding	clothing	bleakly
dragging	hinging	book-hole
thawing	mouthful	feathery
burying	awkwardly	however
rainfall	reaching	faning
pained	wine-cup	quantity
beginning	quell	skirt
dish	clasp	creeper
hedgerow	kill	ghostly

How much is done in even one such exercise! It is a test of spelling, of punctuation, of capitals, of memory, of composition and of general understanding, all with the language work of the Fifth Grade.

PROPER USE OF WORDS.

Write sentences showing the proper use of the following words:

custom—habit,	vacant-empty,
fancy-imagination,	faith—belief,
haste-hurry,	grief-affliction,
picture—painting,	intellect-understanding,
news-tidings,	reason—cause,
talent-genius,	consent-assent,
word-term,	balance—remainder
vestige-trace,	station—depot,
common-ordinary,	great—big,
moment-instant,	high—tall,
handsome-pretty,	entire-complete.
Abbreviations as found in Le	etter-Writer, parts I. and II.

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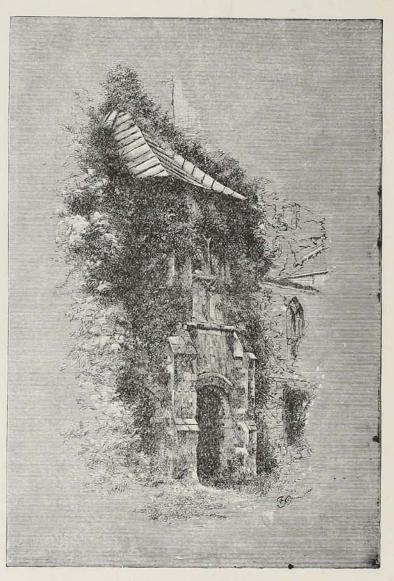
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The Home of Longfellow,

1X.



BAPTISTERY, CANTERBURY.

EXERCISE ON DESCRIPTIONS.

- 1. Pages 43, 45, 46, 47.
- 2. The descriptive letters of Fifth Grade.
- 3. Descriptive quotations, pages 70 and 78, L.-W.
- 4. Descriptive letters.
- 5. Descriptions of trees, buildings, parks, and so on, as given in St. Louis Geography.

These, with the descriptions that children have been accustomed to give in their Object Lessons, should enable them to do justice to the composition writing required in this grade.

The letters for this year are mostly letters of description, and from them the pupils can see what is required. If the place from which a letter is to be written be given to the class a few days previous to the writing of the same, pupils can readily find all information from the Cyclopedia, or from some book of travels; biographical sketches, such as will be produced by answering questions like those given in the history review; as also autobiographies, should be produced by pupils of this grade.

EXERCISE IN DESCRIPTIONS.

If the Object Lessons are treated properly they will do much to remove the difficulty of description, yet even then, we must often hear said, "There is no use, I can't describe it." We had this in mind in arranging "The Child's Geography of St. Louis," and so described therein the buildings, parks, etc., but especially ornamental and shade trees, fruit trees, vines, grasses, also mosses and ferns. From this little book, the pupils of the Third and Fourth Grades can obtain all the description that can be expected. Fourth Grade would do well to make the Science Lessons of this grade correspond with "Productions" in "Child's Geography." We will give a few ways in which we should attempt teaching pupils of this grade to describe.

T. Who can describe the catalpa tree?

The question is different from the manner in which it is given in the Geography, and the answer may require questioning like the following:

How many have seen a catalpa tree? Is there any one in the class

who has noticed it in the first week of June? What shape are the leaves? About how large are they? Are both sides of the leaf alike? How do the blossoms hang? What color are they? Is the inner part pure white?

Children may now take their Geographies, while Jennie reads aloud the summary of the answers I have just obtained. (Jennie reads). You see now in how very few words this beautiful tree is described, and when you find it in the parks, in gardens, or along the roadside, you must remember this description. To morrow I shall call on you to describe the horse-chestnut, the walnut, the elm, and the willow trees. You may study the description from your Geography, pages 10 and 11.

Use some form of the following words with have, had, has: Lend, shrink, forsake, strive, meet, grind, shine, weep, wear, throw, read, lie, alter, sew, grown, buy, saw, allowed, heard, know, led, teach, and busy.

When are quotation marks used? Why are they used in second letter, Fourth Grade? Why in the fourth letter of same grade? Why in the eighth letter, Second Grade? Repeat Rule 6, under Punctuation and Capitals. Rules 1, 3, 4, 7, 8. Illustrate each by examples. Take from third letter, Fourth Grade, all the examples it contains that show the use of those rules.

Why is June begun with a capital?

We shall add here other descriptions, which will be an introduction to Fifth Grade work.

Riding through a strange city, or through parts of our own city which are strange to us, who can say that the general appearances of the houses therein is not the chief attraction. How many of us can say, "That building is such a style, or a combination or modification of such another style?" And why? Such things did not form any portion of our school study, nor of our home talk. We will here give a few brief descriptions of the more common styles, which may be used as dictation exercises until the pupils have memorized them enough to make use of them. It would be well to have copies of them kept in children's Language blanks.

GOTHIC OR POINTED ARCHITECTURE.

Many of our finest churches and cathedrals are built in this style. It is distinguished by its sharply pointed arches, clustered columns, its arge windows, and, in churches, its tall spire, piled up to an almost fearful height towards the heavens. Buildings in this style do not exhibit the simplicity and harmony which Grecian buildings display, but they are unsurpassed in sublimity, variety, and beauty.

KINDS OF GOTHIC BUILDINGS.

The Baronial Castle of feudal times, built strongly for defence.

The old Monastic Abbey, suited to the rich fertile plains settled for this purpose.

The Tudor Mansion of the English gentleman, surrounded by its beautiful park filled with old ancestral trees.

The Rural Cottage, which seems more than any other suited to the loved words "Home, sweet home," are all varieties of this multiform style.

The Baronial Castle is distinguished by the line of battlements cut out of the solid parapet wall, which surmounts the outline of the building in every part. This was originally intended for protection. The windows are either pointed or square-headed, often a mixture of both; the porch rises into a turreted gateway, and the whole is fixed on a distinct and firm terrace of stone, giving the edifice an appearance of strength and security. It is too expensive for America, where estates are divided among the different members of the family. The style is out of place except in wild romantic scenery.

Tudor Style. A building in the Tudor style affords the best example of the excellence of Gothic architecture for domestic purposes. The roof often rises boldly here, instead of being concealed by the parapet walls, and the gables are either plain or ornamented with crockets. The windows are divided by mullions, and are often enriched with tracery in a style less florid than that employed in churches. Sometimes the low arch is seen in the window-heads, but most commonly the square-headed window with Gothic label. The bay and oriel windows are generally found in this style of building.

The bay window, on the first floor, projecting from the main body of the room in a semi-octagonal or hexagonal form, affording more space in the apartment from the floor to the ceiling, and giving an abundance of light.

The oriel window is very similar to the bay window, but projecting in a similar manner from the upper story, supported on corbelled mouldings. These windows give a pleasing variety to the different fronts of the building. The sky outline to the Tudor Gothic style is made up of many fine features. The pointed gables, with their finials; the neat parapet wall; the roof line, varied by the ornamented gablet of a dormer window, and the highly-enriched chimney shaft carried up in clusters some distance above the roof.

A corresponding and suitable style of finish, with Gothic details, runs through the different apartments. In America, the warm summers render a veranda desirable.

The Elizabethan Style, is a mixture of Gothic and Grecian in its

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details. There are many specimens at the present day with every kind of architectural feature and ornament, oddly combined pointed gables, dormer windows, steep and low roofs, twisted columns, pierced parapets, and broad windows with small lights. Sometimes the effect of this fantastic combination is excellent, but often bad. The Elizabethan style is safe only in the hands of an architect with the nicest taste.

Rural Gothic. This differs from the Tudor style only in its general simplicity. The square-headed windows preserve the same form, and display the Gothic label and mullions. The entrance porch is also preserved, while the bay-window juts out from the best apartment. Its most striking feature is the pointed gable, which appears not only in the two ends of the main building, but terminates every wing or projection of almost any size that joins to the principal body of the house. The projecting roof renders the walls always dry.

In rural buildings, architectural beauty must derive much of its attractions from its surroundings. These must form a part of its general scenery. A stiff three-story brick building is not a pleasing sight for a country residence, where the trees and shrubbery suggest a cosy, romantic, little cottage. One should be able to tell from the appearance of a building the purpose for which it was intended. No beauty of style can compensate for want of expression of purpose.

Chimney-tops being a characteristic and necessary feature of human habitations, they should be rendered prominent and elegant.

Porches also are a necessary feature to a complete dwelling-house. They give dignity and importance to pointing it out to the stranger as a place of approach. Porches can be made of every variety of form and decoration, from the embattled and buttressed portal of the Gothic castle to the latticed arbor porch of the cottage.

The harmonious union of buildings and scenery is a point of taste little understood in any country, because the landscape painter and architect are seldom combined in the same person, and seldom consulted together. The Grecian, Roman, Tuscan, and chaster Italian styles belong to localities whose scenery, in its general character, is peaceful and beautiful. The Castellated, the Tudor, and the old English, in all its forms, should be selected to accompany scenery of a wilder and more picturesque character.

Grecian Architecture, which is intrinsically beautiful in itself, and interesting in association, is in more common use than any other style in the United States, yet this style in its purity must come within the prescribed form of the rectangular parallelogram; apartments must be of a given size and limited in number; no irregularity, no openings of windows of different sizes or dimensions, no verandas, porches, or variously-sized wings, all of which is very necessary to convenience and comfort.

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The Roman Style is less perfect and less beautiful than the Grecian; it is distinguished from the latter by introduction of arched openings over the doors and windows; story piled over story, often with columns of different orders instead of the simple unbroken ones of the Grecian edifices. The greatest latitude is often observed in the proportions, forms, and decorations of buildings in the Roman style.

Italian Style. We have referred to this elsewhere. It is considered the most beautiful mode for domestic purposes that has come from Grecian art. It retains much of the Roman style, but it exhibits bold irregularity and strong contrast of light and shadow.

Surroundings. To call a place truly fine, there must be found union between the house and grounds.

An humble cottage with sculptured vases would be in bad taste; but any Grecian, Roman or Italian villa, or a Gothic village of the better class, will allow the additional enchantment of the architectural terrace and its ornaments. Indeed the terrace itself, so far as it denotes a raised dry walk around the house, is a suitable appendage to every dwelling of whatever class.

The smallest cottage may be thus decorated in a suitable manner.

There are several varieties of general flower gardens which may be formed near the house. Among these are the irregular flower garden, the old French flower garden, and the modern, or English flower garden.

Two methods of forming the beds are to be seen; one is to cut the beds out of the green turf, the other, to surround the beds with edging of verdure, or of cut stone.

The irregular flower garden is surrounded by an irregular belt of trees, and ornamental shrubs; the beds are varied in outline as well as irregularly disposed, sometimes grouping together, sometimes standing single, but showing no uniformity of arrangement. This kind of flower garden is suited to Rural Gothic style.

Where the flower garden is a spot set apart, of any regular outline, not of large size, and especially where it is attached directly to the house, the effect is most satisfactory when the beds or walks are laid out in symmetrical forms.

The French flower garden is the most fanciful of the regular modes of laying out the area devoted to this purpose. The patterns or figures employed are intricate, and require skill in their formation. The beds are filled with choice flowery plants, perennials and annuals: they should be such as will not exceed, on an average, one or two feet in height.

The English flower gardens are characterized by irregularly curved lines. They are often planted with one variety, or at most, two varieties

of flowers. As only the most striking and showy varieties are chosen, the effect, when the selection is judicious, is highly brilliant. Each bed in its season presents a mass of blossoms, and the contrast of rich colors is much more striking than any other arrangement.

ARRANGEMENT OF SHRUBS.

There are two methods of grouping shrubs upon lawns which may be separately considered in combination with beautiful and picturesque scenery. In the first case the shrubs alone, arrayed with relation to their height, may occupy the beds; or if preferred, shrubs and flowers may be intermingled.

In the picturesque scenes everything depends upon grouping well. Shrubs may be employed in connecting single trees, of furnishing a group of large trees, or of giving fullness to groups of tall trees newly planted.

Walks from the house through distant parts of the grounds, may have shrubbery planted along their margins, here and there, with excellent effect. Shrubbery is also very suitable near rustic seats or resting places.

The following hardy species of evergreen shrubs may be introduced to great advantage. The American rose; bay or big laurel, white and pink of several varieties; the common laurel, several colors; the Swedish juniper; the Irish juniper; the common tree-box; the gold-striped tree-box, and the silver-striped tree-box; the American holly; the evergreen thorn; and the holly-leaved berberry.

Fountains are a highly elegant decoration, giving a sparkling and enlivening effect to garden scenery. Where there is a pond or other body of water on a higher level than the proposed fountain, it is only necessary to lay pipes under the surface to conduct the supply of water to the required spot. In other cases, a reservoir artificially prepared must be kept constantly full. The hydraulic ram is the most perfect as well as the simplest and cheapest means of raising water.

The orifice from which the jet of water proceeds is called the bore of the quill. There are several sorts of quills or spouts, which throw the water up or down into a variety of forms, such as fans, parasols, sheaves, showers, mushrooms, inverted bells, etc.

The water in the fountain will, of course, not rise quite so high as the level of water in the reservoir. For example, if the reservoir is ten feet four inches, the water will rise ten feet, and so on. When only a single fountain can be maintained in a residence, the center of the flower garden, or the neighborhood of the piazza or terrace-walk is the most appropriate place for it. Pavilions, summer-houses, rustic seats,

garden edifices, and grottoes should be introduced where they are appropriate and in harmony with the scene.—Landscape Gardening.

A TALK ON LUCIDA'S LETTER.

- T. What letter are we to read to-day?
- P. First letter, Third Grade.
- T. Jennie, give the heading of this letter.

Jennie reads the heading; another pupil reads the address, a third the salutation, and so on.

- T. What is the subject of Lucida's letter to her auntie?
- P. Lucida's mamma was at the convent to tell her that she is to spend the holidays at her auntie's, but when Lucida tells her mamma that Emily Langton would like to spend the holidays with her, Lucida's mamma thinks her little girl should write to her auntie, so that Emily might receive an invitation.
 - T. Why does Lucida write to her cousin instead of to her auntie?
- P. Perhaps she does not like to bother her auntie, and she knows Minnie will arrange it with her mamma.
- T. The letter is addressed to Minnie Stuart, and in the body of the letter Lucida says, "Will you see to this, Laura?" how is this?
- P. Sister, you said that was a mistake, it should be Minnie, not Laura.
- T. Why would the Sisters not allow Emily to go with Lucida without an invitation?
- P. Because it would not be according to the rules of etiquette, and Emily's mamma would not like to have her little girl sent where she might not be wanted.
 - T. How do you think it ended?
- P. I think Mrs. Stuart wrote to the Sisters to please send Emily with her niece, that Mr. Stuart would call for them, and that they would do all they could to make her stay a pleasant one.
- T. Yes; that is what I think, too; but did Minnie send no answer to Lucida?
- P. O, yes; she wrote to Lucida and told her to be sure to bring Emily, and I am sure she told her all the plans she had made for the holidays.

Correct: 1, Why should it be any one else's business? 2, It is poor work at best. 3, Commence writing. 4, Here, Edgar, divide this between your six companions. 5, Edward and John both came. 6, They are both good boys. 7, Go into that room and bring me out a chair. 8, It is hers; no one else's. 9, Fetch this to Annie. 10, Go to the other room and carry the coal bucket in here. 11, Carry this

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pencil to your seat. 12, No one can doubt but you are a diligent child though not a smart one. 13, Gregory is the smartest boy in his class. 14, My letter is complete at last. 15, We continued on writing until six o'clock. 16, I just eat my piece of pie. 17, I am enjoying bad health. 18, We had very healthy food for dinner. 19, Working in the garden is a wholesome employment. 20, We heard how you were coming to our house last night. 21, I doubt if I'll know my lesson. 22, I am most finished my letter, wait! 23, We had such a nice day; the horses went so nicely and the trees and flowers looked too nice for anything. 24, I think Eddy should obey mamma. 25, Did you procure that book at Mr. Fox's? 26, She has a bad headache.

The rules for punctuation, given in the first part of Letter-Writer, should be committed to memory in the Third Grade and familar examples given to illustrate each rule. The punctuation and capitalizing of headings, addresses, salutations, and complimentary closings, should now form the principal points in the criticisms made in children's letters, as it is supposed that the bodies of these letters are such as convey what the writer wished to express. Rule V. in punctuation should be particularly attended to.

A TALK ON THE SONG.

There is a little brown thrush sitting up on a tree, the grammatical questioning runs:

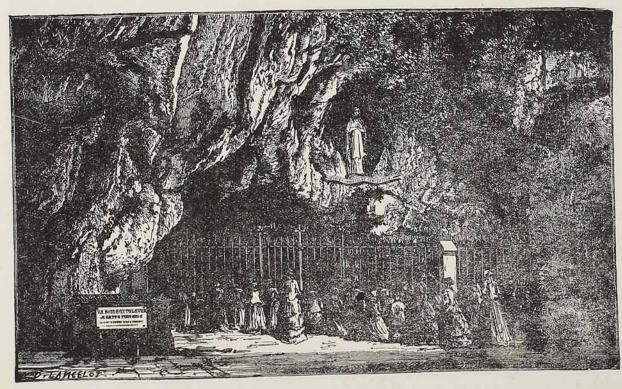
- T. What is sitting up in a tree?
- P. A little brown thrush.
- T. I do not ask now for the size or color of what is on the tree; give me the name alone.
 - P. A thrush.
 - T. What do you call such words as thrush, desk, Charley?
 - P. Name words, or nouns.
 - T. What is the thrush doing?
 - P. He is sitting.
 - T. What do we call words that tell us what objects are doing?
 - P. Action words, or verbs.
 - T. Now, where is the bird sitting?
 - P. Up in a tree.
- T. Words that tell us where, when, why and how actions are per formed are called modifying words, or adverbs.

To tell where an action is performed usually takes more than one word, as: 1, She studies in school. 2, She lives on the hill. 3, She writes in her book. 4, She goes to the city.

T. Lida, can you tell me what kind of a thrush is sitting up in a tree?



THE ORPHAN BOY.



Grotto of Our Lady of Lourdes. XII.

- T. What do we call words which tell the kind of an object we are speaking of?
 - P. Quality words.
 - T. Are we speaking of some particular thrush?
 - P. No, because we say a thrush, not the thrush.
 - T. Do we call a, an, and the, quality words?
 - P. No; we call a, an, and the, limiting words.
 - T. Name other limiting words.
- P. This, that, those, these, each, every, either, neither, both, same, all, any, what, and so on.
 - T. Why do we call these words limiting words?
- P. Because they limit the object to which they belong to a certain number.

Some one may object: But would this be a grammar or a reading lesson? Both; for remember the proper time to teach a thing is when the child needs to know it. "The Little Brown Thrush" is the reading lesson, but your questioning has drawn out the language it contains. Let us suppose that instead of calling the attention of the class to Language you wish to make use of this reading lesson to call special attention to the Object spoken of, the questioning would run as follows:

- T. Will Willie tell me to what kingdom the thrush belongs?
- P. To the Animal Kingdom.

of Our Lady of Lourdes

- T. Mary, can you give the parts of the thrush?
- P. A thrush has a beak, head, body, tail, wings, claws.
- T. Why are the heads of most birds pointed?
- P. So that they can easily cleave the air.
- T. Of what use are wings to birds?
- P. They serve as weights to balance the bird.
- T. Of what use is the tail of the bird in flying?
- P. It keeps the bird light.
- T. What can you say of the beaks of birds?
- P. The beaks of birds differ; in some it serves as a knife, in others as a chisel; in others again the beak is a long slender probe; in the parrot it is a climbing hook; in the swans, geese and ducks it is a flattened strainer; in the seed-eating birds the beak is a seed-cracker which separates the kernel from the husk.
 - T. Who can name birds nearly related to the thrush?
- P. There are the American wood thrush, the song thrush of Europe, the English blackbird, the American robin, the American mocking bird and the English nightingale.
- T. Which of the ones you have named is noted for its great variety of song?
 - P. The American mocking bird.

- T. Can you tell me some instances of this bird's power of imitation?
- P. He whistles like his master calling the dog; he squeals like a hurt chicken; he repeats tunes taught him by his master with wonderful correctness; he quivers like the canary; and imitates other soundspeculiar to the locality of its cage.
 - T. Who can repeat the lines we learned of the mocking bird?
 - P. Soft and low the song began:
 I scarcely caught it as it ran
 Through the melancholy thrill
 Of the plaintive whip-poor-will,
 Through the ringdove's gentle wail,
 Chattering jay and whistling quail,
 Sparrow's twitter, catbird's cry,
 Redbird's whistle, robin's sigh:
 Blackbird, bluebird, swallow, lark,
 Each his native note might mark.

A TALK ON ISABELLA'S LETTER.

We will now take the letter given on page 68 of Part I., and show the way we would treat of it with our class.

- T. What is Isabella's object in writing to her grandma?
- P. To tell her the impression made on her by a trip to the Eastern States.
- T. What does Isabella say her papa and grandma suggested concerning the children's vacation?
- P. That they should be taken to different places, and note the effects made on them by the scenes through which they pass.
- T. Why do you suppose Isabella assures her grandma that she is describing her own feelings?
- P. She must have been afraid that her grandma might think she wrote to please her. I think Isabella's grandma delighted in beautiful scenery too.
- T. What does Isabella mean by saying that her uncle's house is built in the Italian style? How is this style known?
- P. By its peculiar roof, which always projects at the eaves; its great variety of outline against the sky; great contrasts of light and shade, often a lowering campanile boldly contrasting with the horizontal line of roof, only broken by the chimney-tops; the rows of equal-sized, closely-placed windows, the prominent portico, the ofttimes continued arcade, the terraces, and the variously formed out-buildings distinguish the modern Italian style from every other.

T. What does Isabella mean by the "peculiarities of every tree?" Can you mention any such?

P. The oak is considered one of the grandest and most picturesque of trees. It varies according to age and kind. Some oaks grow to an enormous size and attain a great age. It is only when it attains a considerable size that it shows its true character. Then it is grand, beautiful, majestic; its trunk becomes deeply furrowed and moss-covered.

T. Can you repeat some lines concerning the oak?

P.

"Jove's own tree, That holds the woods in awful sovereignty; For length of ages lasts his happy reign, And lives of mortal man contend in vain."

-Dryden.

T. Can you mention some celebrated oaks?

P. The Charter Oak, at Hartford, lived to a green old age. There is near the village of Flushing, Long Island, an oak, the circumference of whose trunk is nearly thirty feet, and its majestic head of corresponding dignity.

T. Name some of the varieties of the oak.

P. The white oak, yellow oak, pin oak, willow oak, mossy-cup oak, scarlet oak, black oak, red oak, and the grandest of all, the magnificent live oak. These trees differ in their bark, their leaves, their whole appearance, save that they are nearly all round-headed trees.

T. Isabella speaks of the ash and beech. Who can tell something of these?

P. The ash when young forms a well-rounded head, but when older the branches bend toward the ground and then turn up slightly and gracefully. In autumn it is distinguished from the other trees by the deep brownish purple of its fine mass of foilage. It can be seen for miles around, contrasting beautifully with the bright yellows and red of the maples and oaks, and with the deep green of the pines and cedars.

P. Isabella speaks of the evergreen foliage of those trees; she mentions the pine, the spruce, the fir and the cedar; also the larch, which is not an evergreen, but resembles them in shape and outline.

T. Can you describe the larch?

P. It is a cone-bearing tree belonging to the pine family, though it sheds its leaves annually. The leaves are collected in little bunches, and the branches shoot out from the main stem, in a horizontal or oftener in a declining position. For picturesque beauty the larch is thought

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T. How does Isabella describe the Lombardy poplar?

P. Isabella gives this tree as an example of the trees she saw whose heads of foliage were more dense than the evergreens, and differing from them in having upright branches.

T. For what is the Lombardy poplar remarkable?

P. When planted among groups of round-headed trees it gives life, spirit, and variety to the scene. It is a beautiful tree, and in such a situation produces an elegant effect.

T. What is said of drooping trees?

- P. Isabella says that they were to her the most pleasing. She names among those trees the birches, the elms, and the weeping willow.
 - T. What does Isabella say of the verdure?
- P. She speaks of its variety, from the pale mellow green of the maples to the darker hues of the oak, ash, or beech; and finally to the somber tint of the evergreen.
- T. Repeat Isabella's description of the boat in which she descended the Hudson; her quoted description of Hyde Park, of the Manor of Livingston, and of the Rennsalaer place.
- T. Repeat the pleasing compliment Isabella pays to her grandma in closing her letter.

Now, though this letter is given in the Fourth Grade, I do not suppose a little girl the average age of our Fourth Grade pupils would be apt to hand in such a letter unless she were assisted in its arrangements; nor do I suppose that a girl of ten or twelve summers would notice all those natural attractions; yet if the pupil has made use of the lessons on Productions given in "The Child's Geography," and of the oral instruction given in the Science Lessons of the Fourth Grade, she could not fail to understand such descriptions, and by reading them with care might write a letter which, with a few corrections, would equal and perhaps surpass Isabella's. The writer of this letter, we would judge to be about sixteen or seventeen years, though with the instructions she must have received from her uncle, Isabella could have done as well as this at the age of twelve or thirteen.

From the knowledge you have derived from Geography and from your Science Lessons, I have a right to expect a good descriptive letter from each one in this class. You will prepare the same for to-morrow, and selecting the best, they shall form our reading lesson. If you do as well in this as you did after our conversation on the letter describing Bay St. Louis, I shall have reason to be very proud of my little girls.

SPELLING EXERCISES

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row, lo as bing little In the famous passage in Sterne's "Tristam Shandy," which has been pronounced the most musical in our language, nearly all the words are Saxon:

"The accusing spirit that flew up to Heaven's chancery with the oath, blushed as he gave it in, and the recording angel, as he wrote it down, dropped a tear upon the word and blotted it out forever."

Mathews.

ANGLO-SAXON WORDS.

desk	dish	beech	book
girdle	kirtle	haunch	hinge
shell	scale	skiff	ship
tenth	tithe	shirt	skirt
swallow	swill	wine	vine
why	how	kill	quell
beacon	beckon	flee	flitch
thatch	deck	wight	whit
dawn	deal	dight	drag
drill	dub	dwindle	earn
elbow	errand	fare	feather
ferry	flesh	fowl	gaunt
gooseberry	grass	grim	harvest
pageant	pain	quench	rain
rampart	random	rather	reach
ream	reckon	ring	black
wood weald		dole	deal
hood ghost		hat	down
abode acre		acorn	boor
bleach	booth	bury	dune
awkward	wayward	thaw	dew
pound	pond	bleak	mouth
cloth	cleave	begin	bargain
creep	curl	clasp	elock
moth	• ail	butterfly	bet
cope	churn	evil	hedge
	gat	ill	3

HEBREW WORDS.

amen	cabala	cherub	ephod
gehenna	hallelujah	hosanna	jubilee
leviathan	manna	Messiah	sabbath
Satan	seraph	shibboleth	talmud

ARABIC WORDS.

azimuth almanach aldebaran algebra zenith talisman cypher nadir alembic chemical alcohol zero antimonium alkali · elixir amber apricot arrack artichoke camphor coffee cotton crimson carmine giraffe henna gazelle dey lake (lacca) jar jasmine laudanum lime lute lemon saffron sherbet mattress mummy shrub sofa sugar sirup tamarind admiral sumach talc alcove amulet arsenal assassin barbican caliph caffre carat emir caravan divan dragoman koran rakir harem hazard magazine mamaluke minaret monsoon mufti mussulman nabob mosque scheik salaam otto quintal tarif simoon sultan sirocco vizier

PERSIAN WORDS.

azure bazaar bezoar caravanserai check chess dervish jackal lilac nectarine orange pagoda

ITALIAN WORDS.

bagatelle baldachin balustrade balcony bandit caricature canto cameo bust burlesque buffoon broccoli charlatan casino bravo concert carnival casemate cartoon gazette dilettante ditto doge cupola fiasco fresco domino filagree gondola gonfalon grotto gusto inamorato influenza harlequin imbroglio lazaretto macaroni lagoon lava madonna malaria manifesto maraschino masquerade motto nuncio opera pantaloon pedant oratorio parapet pianoforte pedantry piaster piazza porcelain portico protocal proviso

regatta	rocket	ruffian	scaramouch
sequin	seragli o	serenade	sirocco
sketch	solo	sonnet	stanza
stiletto	stucco	studio	terrace
terracotta	torso	umbrella	vidette
vermicelli	virtuoso	vista	volcano
zany	conversazione	generalissimo	
	TURKISH	WORDS.	
chouse	fez	janisary odalisque	
sash	tulip	xebek	
	HINDOSTAN	EE WORDS.	
avatar	banian	bungalow	calico
chintz	cowrie	lac	loot
muslin	punch	rupee	toddy
	CHINESE	WORDS.	
tea (tcha)	bohea	hyson	souchong
junk	hong		
LATIN	PREFIXES MOST	FREQUENTLY	USED.
sud	de	circum	prae
pro	mis		
	GERMAN	WORDS.	
timber	rider	hide	beam
reek	deer	acer	knight
fowl	ivy	death	quick
deal	clean	enough	crikesman
brandschat	iceberg	life-guard	hand-book
word-building	onesided	fatherland	
	INDIAN	WORDS.	
	pampas	savannah	
	WORDS MOST	TLY LATIN.	
method	methodical	function	numerous
penetrate	penetrable	indignity	savage
scientific delineation		dimension	idiom
significative compendious		prolix	figurative
impression	inveigle	metrical	
	WORDS RECAL	LED INTO USE	ž
assav	astound	caitiff	dight
emprise	guise	kaiser	palmer
paragon	paramour	paynim	prowess

trenchant
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A CONTRACTOR OF THE PARTY OF TH
swerve

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resent
vigilant
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barbarous misapplied perseveranceshorn unloose

SPANISH WORDS.

alligator
bastinado
cambits
carbonado
commodore
duenna
flotilla
guerilla
jennet
merino
negro
parade
pecadillo
poncho
sarsaparilla
stoccado

armada bolero camisado cargo creole eldorado gala hooker junto molasses olio paragon picaroon punctilio sherry strappado veranda

armadillo bravado cannibal cigar desperado embargo grandee indigo maravedi mosquito ombre parasol pintado quinine soda tornado caprice

barricade buffalo caracole cochineal don fandango grenade infanta maroon mulatto palaver parroquet platina reformadostampede vanilla

SWAMD

SOFZ

LATIN DIRECT.

innocence
trespass
glory
felicity
equinoxes
syllogism
dactyle
prelude
idyl
trachea
intervals
vestige
aedile
postscript
spectre
remnant
secure

nation temptation pasture omnipotent chyle nard interstice precepice heliotrope spondee postulates pantomime effigy commentary query mummy granary

firmament deliver comfort precursor asp asphalt philtre aconite hellebore transit archives mystagogue statue vestibule audit indolence

captain

trespasses power convert insects basilisk zephyr expanse balsam vehicle machine adults atoms abyss symbol plaudit temperancetradition



A SWAMP SCENE.



CHAMOIS IN THE ALPS. $\mathbf{x}(\mathbf{v},$

ρhantasm	coffin	regai	legai
hospital	digit	pagan	captive
demagogue	persecute	superficies	elogies

LATIN THROUGH THE FRENCH.

crown	treasure	emperor	people
enemy	parish	parochial	chapter
capitular	sure	fidelity	species
blame	garner	chieftain	treason
abysm	phantom	coffer	royal
loyal	chance	balm	hotel
doit	paynim	caitiff	pursue
surface	fashion	parcel	ransom
prove	abridge	dortoir	desire
feat	aim	mayor	ray
poor	poison	reason	orison
penance	jealous	respite	frail
	treat	trait	

WORDS THAT HAVE COME TO US FROM PROPER NAMES.

chimerical	hermetic	tantalize	herculean
protean	volcano	volcanie	dedal
mausoleum	academy	epicure	philippic
cicerone	mithridate	hipocras	ypocras
gentian	donat	donet	lazar
lazaretto	vernicle	pantaloons	simony
mammet	maumet	mammetry	idolatry
dunce	knot	scoganisms	aretinisms
pasquil	pasquinade	patch	orrery
spencer	dahlia	fuchsia	magnolia
camelia	tabinet	toutine	galvanism
	voltaic	nicotine	- Contract C

GENERAL REVIEWS.

FIRST YEAR.

Supply a or an: — inkstand — board; — apron; — oil-can; — book; — old — slate; — book; — clever lad; — humble man; — ocean wave.

Supply with name words meaning one or more than one: — is mine. — are playing. — am coming. — have come. — will — go. Shall — be sent — ? The — sings. There are a — a — a — and an — in the yard.

Form sentences containing the following words: Leaves, flowers, table, stand, child, pears, oranges, plums, marble, toy, doll and school.

Speak of objects near or on your desk, and of the same objects at a proper distance, using this and that, these and those, in their places: Slate-pencil, lead-pencil, ink-well, copy-book, picture, desk, pen, paper, apron, dress, breast-pin, comb, trimming, shoes, floor, pillar and platform.

1, Why must I learn to write? 2, How shall I begin to learn? 3, Will my first letter be like papa's? 4, What words must I learn to write first? 5, Can I write my own name? 6, My mamma's and papa's? 7, My brothers' and sisters'? 8, How old am I? 9, In which quarter of the First Grade am I? 10, How long have I been at school?

Give the plurals of the following name-words: 1, That is a book.

2, The goose is swimming. 3, The board is covered with writing.

4, This is my slate. 5, That child is studying. 6, This woman lives in St. Louis. 7, The man is poor. 8, The class has recited.

Tell something of the following objects: The book, tree, grass, flower, boy, picture.

Tell who are doing the following actions, and how they are doing them: walking, writing, looking, sitting, standing, listening, learning, talking, teaching, and trying.

Write sentences that will tell that you and two of your companions are performing those actions.

 17, My teacher's name is —___. 18, The number of our house is ____. 19, This is the way to begin and end a letter to papa ____.

Correct: 1, He aint my brother. 2, They dont know as well as we do. 3, You was with me. 4, I am real sorry. 5, We have got the new house now. 6, Mary has got the example. 7, The baby is real cute. 8, Papa don't know that I was promoted.

Tell to whom the letters on pages 26 and 27 are written, and what is contained in each letter.

Write sentences containing: write, read, ought, whose, knot, hour, deer, eye, would, and there.

Write your pastor's, your papa's and your teacher's addresses.

SECOND YEAR.

1, What is a margin? 2, What margins are used in writing letters? 3, What is a paragraph margin? 4, When do we begin a new paragraph? 5, What is the width of a paragraph margin? 6, What do you understand by the heading of a letter? 7, What should the heading show? 8, How should we punctuate headings? 9. Where should a heading be placed? 10, How much space should it occupy?

Give the names of the schools, places, writers, and time of writing of the letters on pages 26 and 27, Letter-Writer, Part I.

In what are the 7th and 8th letters of Second Grade alike? Of what does 9th letter, Second Grade, treat?

N. B.—The exercises of the year being principally on irregular verbs, the teacher must invent a variety of means for teaching the same. Direct questions that will draw from the pupils such answers as: You write, you are writing, you were writing, you have been writing, you are about to write, your writing is good, and so on with the other irregular verbs.

Sending a pupil to the board, ask her who is at the board.

A. I am at the board.

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- Q. Can you tell me the same by beginning your answer with it?
 - A. It is I who am at the board.
 - Q. Who sent you there?
 - A. It was you that sent me.
- Q. I will send Mary to the board, now, and you may tell me whom I have sent?
 - A. You have sent Mary and me.
 - Q. Who has answered the questions I have just given?
 - A. I have answered them.

You and Mary may answer me now.

- Q. Mary will you tell me who answered the last question?
- A. Alice and I answered it.
- Q. Who are standing at the board?
- A. Alice and I.
- Q. Whom have I sent to the board?
- A. Alice and me.
- Q. To whom am I now speaking?
- A. You are speaking to us.
- T. Alice, will you give the answer in another way but without using Mary's name?
 - A. You are speaking to her and me.

Selections from lists of various words that we have given may be introduced, and the children told from what language they are derived.

ANGLO-SAXON.

awkward	elbow	truth	swallow	wayward
ghost	fowl	acorn	dish	weald
beckon	vain	bargain	mouth	feather
dew	reach	grass	bury	

LATIN THROUGH THE FRENCH.

captain	coffee	regal	glory	nation	power
machine	statue	poor	comfort	reason	hotel
trespass	poison	penance	chance	fidelity	blame
crown	treasure	people	frail	parochial	royal
sure	chapter	parish	jealous	innocence	

Write the addresses in full of the three persons you know best. Write a little story about your doll and other playthings.

Supply this, that, these, or those: 1, I do not use — kind of language. 2, — is the sort of apples we have. 3, I cannot write with — sort of pencil.

Complete: 1, Every one of us must ——. 2, Each child handed ———. 3, Not one of the girls ———. 4, Neither of them ———.

Form sentences that will tell how the following actions are performed: Walk, ride, sing, eat, talk, write, read, look, speak, recite, act, and drink.

Write five sentences containing the proper form of the first person singular and plural after was, is, were, am, are.

Next require the rules for punctuation belonging to this grade. If the children find it difficult to reproduce the little stories required in this grade, let them write interesting letters which will be of greater value.

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Errors in spelling, punctuation, and use of capitals, to be counted against the writer in giving percentage. One or two letters should be written by each pupil for the quarterly examinations, for nothing can be a better test of her knowledge of Language. Their letters can be made real stories.

THIRD YEAR.

Write in order five lines of nouns: 1, Common nouns, 2, Proper nouns. 3, Write ten words in the singular and the same ten in the plural number.

Give the different forms of the following words: String, wring, shine, grind, strive, kneel, fight, dig and spring.

Supply: 1, The country looks —— after the rain. 2, I thought he looked very ——. 3, The apples tasted rather ——. 4, I feel —— but I must go. 5, She appears ——. 6, Mary seems very ——. 7, To —— did you write? 8, From —— did you hear? 9, —— is coming to morrow. 10, The person of ——— you speak is a relative of mine. 11, The house —— was burned is rebuilt. 12, The boat —— sailed yesterday was sunk. 13, The man ——— name you gave us has removed.

Repeat the rule for the possessive singular and plural of nouns, and write ten sentences applying the same.

The Abbreviations and Rules for Punctuation belonging to this grade should be taught, and the pupils should know how to apply them in every case that occurs.

They contain what we would only repeat. Descriptions stay the pencil of many an experienced writer, and it is not to be wondered at if the child finds his first task difficult.

 Flora and ——. 4, Sarah and ——— read it. 5, It belongs to Mollie and ——. 6, Tom and ——— are going to New York.

Give comparative and superlative degrees of the following words: Long, bright, cold, warm, sour, high, sweet, easy, large, fine.

Correct: 1, Sister learns me how to write. 2, Will I tell you where I live? 3, My little brother don't know how to write. 4, Will I see you to-morrow? 5, Will we go if papa comes? 6, Can I have that book? 7, Can we go home at 3 o'clock? 8, Shall you be at home next Sunday?

Capitalize and punctuate the following: 1, papa and i cannot come tomorrow 2, emma and julia have gone home 3, we are going to new york city and from there to saratoga 4, come to see me sarah if you can 5, oh here is my papa 6, annie will you bring me a new doll 7, is father odonnell back

FOURTH YEAR.

- 1. Give sentences containing the following words: like, sort, have, been, with, however, certainly, between, among.
- 2. Write all the quality and describing words to be found in 3rd and 4th letters of Second Grade.
- 3. Avoid the repetition of the noun, substitute other subjects in the following: 1, The skates are in the closet; take the skates out for James, and show James how to buckle the skates on James' feet. 2, I am papa's little girl, and I love papa so much. 3, Mamma went to see mamma's sister, and mamma took me with her.

Write six sentences applying Rule 2.

Repeat Rule 8. Repeat Rule 5th. Punctuation and Capitals. Give five examples illustrating the same.

In the 8th letter, Second Grade, quotation marks are used. What rule is followed here?

Show in the same letter where rules 1st, 2nd, 3rd and 4th are applied. Repeat these rules.

Write in full the following abbreviations: A. M., C. O. D., Ala., Cr., e'er, Feb., Mo., ct., etc., doz., Mon., Tues., Wed., Thurs., Fri., Sat.

Copy 6th letter, Second Grade, and write one that you think your mamma would be glad to send.

Do not forget to ask yourself the questions begun on page 5, Letter-Writer.

Write a short story about some of your pets.

N. B.—The diagram should be introduced and lists of nouns, proper, common, singular, plural and possessive. If the class ask any questions which may lead to the introduction of the property of nouns, and to the rules of Syntax applicable to this part of speech, this would be an appropriate time to introduce the same. Teach them from practice, not from memory.

- 1. What words should be used after look, seem, appear, taste and smell?
- 2. Write a list of the errors you have heard in connection with the above words.

Give the proper form of who in the following: 1, —— did you see? 2, To —— were you speaking? 3, You gave it to ——? 4, —— came last night? 5, To —— are you speaking? 6, By —— were you sent? 7, —— went with you? 8, Through —— did it come? 9, —— is that child? 10, You are the one —— I mean.

Write ten incorrect sentences and correct same.

When do you use which? that?

Write ten sentences showing the correct use of which, that, who and whom.

What do you mean by the antecedent of a pronoun?

Underline the antecedents in the sentences you have written.

Point out the vowels and consonants in the words that you have written.

Write the possessives of soldiers, deer, Dennis, Charles, children, goodness.

Write the names of some of the principal business firms of your city.

Write a description of three of the pictures in your reader.

N. B.—Letter writing should form the greater portion of the written exercises of this grade. Describing little birthday parties, Christmas holidays, homes of some of the writer's companions; telling of preparations for First Holy Communion, and writing to absent relatives of the occurrences at home, should form the subject of this grade's letters. In this grade, too, special attention should be given to writing letters for others, in which the dictators' own words should be used as far as may be practicable.

Write a brief description of the sassafras tree, the willow tree, the tulip tree, the cypress tree, and the various kinds of grasses.

Give the rules for punctuating the heading of a letter.

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How should the address be written?

Give examples illustrating each of the rules for punctuation and Capitals that you have learned.

- 5. Write an order to your mamma's grocer, sending for what would be necessary for a tea-party for yourself and companions.
 - 6. Write an invitation to those who are to attend the same.
 - 7. Write a description of the party to an absent companion.
 - 8. Repeat rules of punctuation from the first to the twentieth.
 - 9. Write sentences exemplifying each rule.
- 10. From the list of abbreviations in your Letter-Writer fill out twenty.
- 11. From twentieth letter, Fourth Grade, arrange in proper columns each of the parts of speech.
- 12. Analyze all the simple sentences in this letter, that is, tell the subject, predicate copula.
- 13. Write a note to some one after the plan of twenty-first letter, Fourth Grade.

FIFTH YEAR.

- 1. From first letter, Fifth Grade, arrange in columns, the present participle, the perfect participle and the compound participle.
 - 2. Arrange in another column the prepositional phrases.
- 3. Now point out the adjective, objective and adverbial elements in the same letter.
 - 4. How do most of the perfect participles end?
 - 5. How is the compound participle formed?
 - 6. Give the ending of the present principle.
 - 7. How may the present participle be used?
- 8. How does the infinitive form of the verb differ from the other forms?
- 9. When the infinitive is used as a noun, what position may it fill in the sentence?
 - 10. When used as a noun how may it be modified?
 - 11. How is it limited?
- 12. Take ten irregular verbs and use the proper form of each with now, to-morrow and yesterday.
 - 13. How many forms has the verb?
 - 14. Name each form.
 - 15. Conjugate the verb "to be" through all the modes and tenses.
 - 16. Give the classes of conjunctions; define the interjection.
 - 17. How are elements divided?

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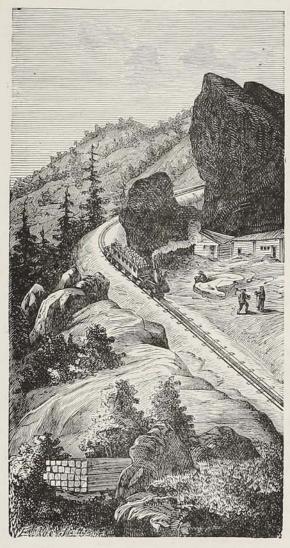
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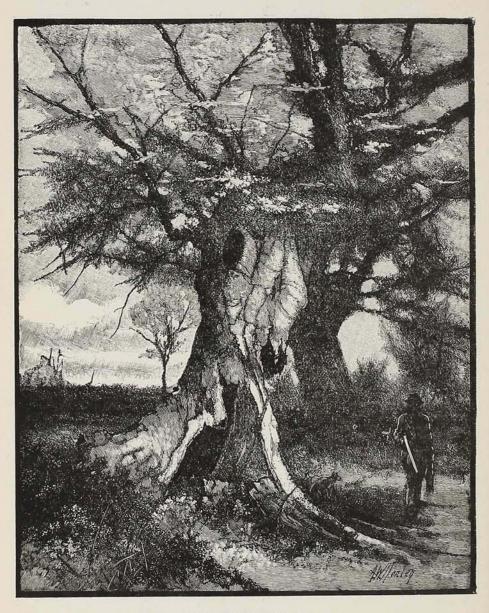
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A Railroad Train Ascending the Rigi. xv.



THE OLD BEECH.

- 19. Write five sentences limiting their subjects; the same number limiting or modifying the predicate; ten limiting or modifying both,
- 19. Give the number and kind of sentences contained in the third paragraph of eleventh letter, Fifth Grade.
- 20. Write out the analysis of the same and parse the nouns and verbs.

SUBJECTS FOR COMPOSITION FOR THE LITTLE FOLKS.

- 1. My first attempt at house-keeping.
- 2. The history of my last doll.
- 3. What were my thoughts on entering our church for the first time.
 - 4. My pets, and why I loved them.
 - 5. Whom and what I like best.
 - 6. My first year at school.
 - 7. My first little party.
 - 8. My relations—who they are and where they live.
- 9. What I learn at school, and the use it will be to me when 1 am old.
 - 10. How I felt about my first confession.
 - 11. Our home.
 - 12. Our school and class.
 - 13. Rainy days.
 - 14. What I am afraid of.
 - 15. My friends, old and young.
 - 16. My hardest school task.
 - 17. Vacation.
 - 18. What I would like to be.
 - 19. The trees, shrubs, vines, and flowers that I like best, and why.
 - 20. What I know about Language.
- 21. Tell all you can of Longfellow and describe his home. See engraving IX.
- 22. "Baptistery in Canterbury," see engraving X. Describe this building and give its history.
 - 23. "The Poor Orphan Boy,' see engraving XI.
- 24. Relate some of the cures wrought at the "Grotto of Our Lady of Lourdes" See engraving XII.
 - 25 "A Swamp Scene," see engraving XIII.
 - 26. Write story of "Chamois in the Alps," see engraving XIV.
 - 27. "A Railroad Train Ascending the Rigi," see engraving XV.
 - 28. Story of "The Old Beech," see engraving XVI.
- 29. History of the Old Cathedral of St. Louis. See engraving XVII.

- 80. "The Little Missionary," see engraving XVIII.
- 31. Describe the St. Louis and Brooklyn Bridges. St, L. XIX. B., XXVII.
 - 32. "Story about Clouds," see engraving XX.
- 33. Description of "St. Louis Exposition and Music Hall," see engraving XXI.
- 34. "The Schnurbeutel Bridge and Gorge on the Rigi," see engraving XXII. (Give history and location.)
 - 35. "Santa Claus," see engraving XXIII.
- 36. "Ceutennial Exposition," International Building, see engravng XXIV; Agricultural, XXV.
 - 37. "The Mountains of Switzerland," see engraving XXVI.
 - 38. "A Canal by Moonlight," see engraving XXVIII.
 - 39. "George Washington," see engraving XXIX.
 - 40. "Mount Vernon," see engraving XXX.
 - 41. "Springtime on the Juniata," see engraving XXXI.
 - 42. "In Search of Ostriches," see engraving XXXII.
- 43. "Bingen, Fair Bingen on the Rhine," see engraving XXXIII. Change verses into prose.
- 44. "Burns' Monument," see engraving XXXIV. Tell what you can of the great man buried herein.
 - 45. Tell all you can of the Arctic Sea. See engraving XXXV.

OUTLINES FOR THE LITTLE FOLKS.

THE ORPHAN BOY.

- 1. Tell all about the picture in your Language Manual.
- 2. What does the poor little fellow seem to have been doing before he went to sleep?
 - 3. Can you see the house in the picture?
 - 4. What do you think of the little boy's face?
 - 5. Can you tell the kind of trees that are in the picture?
- 6. Tell about some rich man, named Mr. L——, whose little son died some days before and who is in great grief over his loss.
- 7. Name the little orphan, tell his story of sorrow, his father's death, his mother's suffering and poverty, his trying to sell the pieces of wood that you see in the bundle in the picture, and how from hunger, cold and weariness he sinks on the steps of the house which turns out to be the home from which Mr. L.'s son has been so recently carried to his last resting place.
- 8. Tell how Mr. L. comes out and starts at seeing the little boy so near the age of his own lost one.
 - 9. What will you have Mr. and Mrs. L. do?
 - 10. How about the orphan's mother?

11. How does your little hero turn out?

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Write at least twenty lines for each Language exercise until you have a lovely little story. Children in the Second Grade, Fourth Quarter, should be able to do this, how much better should Third, Fourth and Fifth Grades do?

THE LITTLE MISSIONARY.

- 1. Tell about this little girl as she appears in the picture—her face, eyes and mouth.
 - 2. How is she dressed? What kind of weather does it seem to be?
- 3. Does she look as though she had a kind, good mamma, to care for her?
 - 4. Where do you suppose she is going, and on what business?
- 5. Do you think she has something in her basket for a poor family who have nothing but what some good people bring them?
- 6. Or, perhaps she is going away on the cars, to visit some sick relatives and bring them aid and comfort.
- 7. Maybe she is going home from boarding-school after hearing her mamma is very ill, and she is thinking of all she must do in this case.
- Perhaps her papa has been injured in some railroad accident,
 and she is on her way to help him and any others who may be with him.
- 9. Tell how she reaches her destination, what happens on the way, whom she meets, what they say, and as many other things as you can think of.

Of course you will make her a dear, good child, loving Jesus in the Sacrament of His Love; Mary, the sweet, spotless Mother of the Divine and the faithful guardian of earth's choicest home, the little cottage at Nazareth.

She must know about these things and use her knowledge among those with whom she is about to mingle.

A CANAL BY MOONLIGHT.

- 1. Let the heroine of this story be Estella Clifford. How she lives in one of the Western States. Give her an aunt and uncle and several little cousins, who live near Pittsburgh, Pa.
 - 2. Tell about the pleasure she enjoys during a summer visit.
- 3. Speak about the beautiful woods, the lovely wild flowers, immense chestnut trees, the berrying parties they had.
- 4. Tell about Mr. Loftis, Estella's uncle, having canal boats to convey the grain to his mill, and how he sometimes took the children out on those beautiful moonlight nights that we have in July and August.
 - 5. Describe the tree as it looks in the picture.
- 6. Tell about the songs they sang, the stories they told, the branches of trees mirrored in the waters, the homes they could see form the boat.

OUTLINES OF COMPOSITION.

PARIS.

- 1. Number of inhabitants.
- 2. How built.
- 3. Origin of name.
- 4. Give the physical appearance of the country on all sides.
- 5. How are the hills separated?
- 6. Do you know anything in particular about the southern parts of the city?
 - 7. How does the Seine affect the city?
 - 8. How was Paris divided in the Middle Ages?
 - 9. Under whose reign was a new period opened?
 - 10. What was done by Louis XIV., and when did he reign?
- 11. What was done by Louis XVIII., and Charles X.? When, and how long did each reign?
 - 12. Who rendered Paris a modern city?
 - 13. What did the year 1871-'72 do for this city?
 - 14. Describe the Tuesday night, May 23, 1871.
 - 15. Describe Notre Dame Church.
 - 16. The Madeleine.
 - 17. Sainte Genevieve.
 - 18. Saint Eustace.
 - 19. Saint Germain.
- 20. Saint Sulpice and the other churches of importance of which you may know something.
 - 21. What can you say of the Palace of the Tuileries?
- 22. The Palace Royal, Palace of the Institute, Palace of the Elysée Napoleon, Palace of Luxembourg, Palace of Justice and Hotelde-Ville.
 - 23. Name the principal museums of Paris.
- 24. Describe the Bois de Boulogne; the Champs Elysées; the Garden of the Tuileries; Garden of the Luxembourg; the Park Mon Ceaux.
- 25. In what part of the city was Louis XIV. executed? Was Marie Antoinette executed on the same spot?
 - 26. Describe the Tomb of Napoleon.
 - 27. Say what you can of the Hospitals of Paris.
 - 28. Mention some of the Cemeteries of Paris.
 - 29. How far is Versailles from Paris?
 - 30. Describe St. Cloud.
- 31. Name houses now to be seen which were once occupied by eminent persons.

ITALY.

- 1. Locate Italy and give origin of its name.
- 2. How did the treaty of Vienna (1815) affect Italy?
- 3. What did the years 1859-60 do for Italy?
- 4. When was Venetia incorporated with Italy?
- 5. Give length of the coast of Italy.
- 6. Describe the Neapolitan coast.

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- 7. Name principal harbors on west line of coast.
- 8. Which are the most important islands along the coast?
- 9. Mention and describe the great mountain system
- 10. Name the two principal rivers of Italy.
- 11. Why were so many canals constructed in the Middle Ages?
- 12. Describe lakes Maggiore, Lugano, Como, Iseo Garda.
- 13. Mention some of the minerals in Italy.
- 14. How is the Animal Kingdom represented there?
- 15. Has Italy a State Religion?
- 16. How does Italy regard the Pope?
- 17. What are the principal main features of Italy?
- 18. Name the principal articles of export.
- 19. How are the Sovereigns of Italy named?
- 20. Describe the Italian Government.
- 21. What can you say of the Language and Literature of Italy?
- 22. Mention its principal productions.

VESUVIUS.

- 1. Locate this burning mountain.
- 2. How does Vesuvius appear from Naples?
- 3. Describe the eruption which began in December, 1631, and lasted till February, 1632.
 - 4. Also that of 1779.
 - 5. Give dates of the eruptions of the present century.
 - 6. What are produced on the slopes of Vesuvius?
 - 7. Of what is the cone of Vesuvius composed?
 - 8. What does Lyell say of the minerals around Vesuvius?
 - 9. What is the height of Vesuvius?
 - 10. Locate the meteorological observatory established 1844.

PITTSBURGH.

- 1. Give its situation.
- 2. Name and describe its principal public buildings, and give their estimated costs.
- 3. Why is Pittsburgh called the "Iron City," and also the Smoky City?"

- 4. What can you say of the facilities for traffic?
- 5. Into how many wards is the city divided?
- 6. Name the principal Charitable Institutions.
- 7. How does Pittsburgh rank among the cities of Pennsylvania?
- 8. Give the population of Pittsburgh.
- 9. What was the cause of the controversy between Pennsylvania and Virginia?

YOSEMITE.

- 1. Locate this great California Wonder.
- 2. Give its general direction.
- 3. Describe its walls.
- 4. What causes the stripes in the light gray?
- 5. How is it reached in winter?
- 6 What is the first object of interest on the right, and how is it formed?
 - 7. Give the effect from the Valley.
 - 8. Describe the Sentinel Rock, Glacier Point.
 - 9. Tell what you can of the Three Brothers; Virgin's Tears Fall.
 - 10. What is the vertical height of the lip of the falls?
- 11. Describe the Royal Arches, Washington Column, Mirror Lake.
 - 12. Do Yosemite and Bridal Veil exist throughout the year?
 - 13. What are the most favorable months for visitors?
 - 14. What can you say of Hetch-Hetchy Valley?
 - 15. For what is the Matiposa Grove noted?
 - 16. Give the orign of the name Yosemite.
 - 17. By what name is it now known to them?
 - 18. In what does the Yosemite surpass all other falls?
 - 19. What caused the appellation White Veil?
 - 20. When were the Falls first visited by whites?

NEW YORK.

- When did the Dutch under Commodore Henderson reach New York?
 - 2. What did they think of the present site of New York?
 - 3. By what names was the Hudson at first known?
 - 4. What did Hudson think this river to be?
- 5. In what particular did the Indians differ from the Dutch of New York?
 - 6. What did the Indians do for the Dutch?
 - 7. What was the standard of weight used by the Dutch?
 - 8. Why was New York named New Netherlands?

9. Who saw the resemblance?

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- 10. What prevented Argal from seeing the Dutch settlement?
- 11. Why did Oloffe name that pass, Hell Gate?
- 12. How far is this strait from New York?
- 13. How did Oloffe Van Korltardt celebrate his escape from Hel. Gate?
- 14. How was the name of New Amsterdam received by those gathered together for the purpose of changing the name Mannahata?
- 15. What disputes arose at the suggestion so necessary that the city should be built according to some plan?
 - 16. Give the opinions of the two contending parties?
 - 17. What did those people next begin to ambition?
 - 18. What were the dreams of Oloffe at this time?
 - 19. What were the consequences of the exploring expeditions?
 - 20. When was Van Twiller appointed General of New Netherlands?
 - 21. Describe the person of Van Twiller according to Irving.
 - 22. What does the same write of his habits?
 - 23. What of his presiding over the council?
 - 24. How were the houses of the higher class constructed?
 - 25. What was the leading passion of the day?
 - 26. Give an account of parlor cleaning in those days.
 - 27. Where did the family usually live?
 - 28. What can you say of the meals of those times?
 - 29. Describe their fashionable parties.
 - 30. Describe the fashion of sweetening at table on those days.
- 31. What can you say of the propriety of those primitive tea
 - 32. What can you say of the hair dressing of those times?
 - 33. How were the fine ladies of those days attired?
 - 34. The gentlemen?
 - 35. Describe Van Rensselaer.
 - 36. How did Van Twiller take all these assumptions of authority?
 - 37. What does Irving say of the love for talk?
 - 38. What is the origin of the name dumb fish.
 - 39. What caused the name Yankee?
 - 40. How was the name Yankee heard by the New Netherlands?
 - 41. Why is the windmill used in the arms of the city?
 - 42. Who was Stoffel Bromkerhoff?
 - 43. What became of Wilhelmus Kieft?
- 44. What was the state of affairs when Governor Stuyvesant succeeded to the claim?
- 45. What movement of Stuyvesant produced the greatest agitation in the community?
 - 46. How did he regard the Yankees?

- 47. What agreement was made in regard to the Yankees?
- 48. What was Irving's opinion of the honesty of Peter?
- 49. What were Peter's ideas of Knighthood?
- 50. Describe the turn-out of the militia at the call of their governor.
- 51. How did his people regard Stuyvesant?
- 52. What did the English promise the Dutch?
- 53. What did the British do on finding Peter would not accept their terms?
 - 54. Did he surrender willingly?
 - 55. Give an account of the retirement of Stuyvesant.
- 56. Who was first governor of New York? Second? Third and Fourth?
- 57. To whom did Charles II. of England give the right to take possession of New Amsterdam and change its name?
 - 58. What happened in 1689 and 1691?
 - 59. When was negro slavery introduced into this State?
 - 60. What society was armed to resist the Stamp Act?
 - 61. What is meant by "Evacuation Day?"
 - 62. Between what dates was New York city the capital of the State?
 - 63. In what year did yellow fever first visit New York?
 - 64. Did it return, and until what date?
 - 65. What took place in 1820?
 - 66. When was the Erie Canal opened?
 - 67. In what year was the great fire in New York?
- 68. When was the Industrial Exposition opened in the Crystal Palace?
 - 69. When was the first Catholic church built?
 - 70. When was the first Free School Society incorporated?
 - 71. Who navigated the first steamboat, and in what year?
 - 72. When were the first experiments with gas-light made?
 - 73. What legislative act was passed in 1849?
 - 74. When was the first city railroad built?
 - 75. By whom was the original charter of New York granted?
 - 76. Name some of its privileges.
 - 77. By what was the summer of 1871 made memorable?
 - 78. Where is the greater portion of New York situated?
 - 79. Give its extreme length from the Battery.
 - 80. Give its area in acres.
- 81. How much of this is on Manhattan Island, and how much on the main land?
 - 82. Where is the remainder to be found?
 - 83. Bound New York city.
 - 84. How is Manhattan Island separated from the main land?
 - 85. Which is the more ancient portion of New York?

- 86. Name the different localities.
- 87. When were the 23d and 24th Wards added to New York?
- 88. What do these contain?
- 89. How does the foreigner approach New York?
- 90. What is said of New York Bay?
- 91. Describe the Battery.

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- 92. What great events took place there?
- 93. Why does Broadway receive its name, while so many othestreets are broader than it?
- 94. What is said of this section of the country in regard to mag afficent buildings?
 - 95. What power is in the Bankers' Association?
- 96. Give some of the names that are permanently associated with Wall street.
 - 97. Who was the Great Bear of Wall street?
 - 98. Give a short account of Daniel Drew
 - 99. Give some of the names of those associated with the Erie canal.
 - 100. Say what you can of Commodore Vanderbilt and Jay Gould.
 - 101. Where was Washington's Headquarters?
- 102. What bodies rest in the venerable grave-yard north of Trinity Church?
 - 103. Who built the Astor House?
 - 104. Locate the Post Office.
 - 105. Name some of the Dailies and Weeklies of New York.
 - 106. Say what you can of Broadway and Fifth Avenue.
 - 107. Describe Park Avenue.
- 108. Describe the Tombs, Central Park, Blackwell's, Ward's and Randal's Islands, Hell Gate.
- 109. How does New York city compare with the other cities of America?

ROME.

- 1. Give its population.
- 2. Give situations of best furnished apartments.
- 3. Give names of best streets.
- 4. Say what you can of admission to the Sixtine Chapel.
- 5. Locate modern Rome.
- 6. What can you say of the seven hills of ancient Rome?
- 7. In ancient Rome how was the Tiber crossed?
- 8. Say what you can of these bridges.
- 9. Describe the Piazza del Popolo.
- 10. Name and say what you can of one of the most frequented spots in Rome.
- 11. Give a short sketch of the time of the Kings; the Marmatine Prison.

- 12. Describe the Arch of Titus.
- 13. Describe the Pantheon.
- 14. Describe the Baths.
- 15. Describe the Aqueducts.
- 16. Describe the Palace of the Cæsars.
- 17. Describe the Tomb of Cæcilia Metella.
- 18. What is said of the Obelisks of Rome, of the House of Rienzi, the Basilicas of Rome, beginning with St. Peter's and continuing through the Basilicas outside the walls.
 - 19. Describe the Palaces of Rome; the Fountains.
 - 20. Name the hotels of Rome.
- 21. Say something of the Tarpeian Rock, Coliseum, Trajan's Column, Temple of Esther, the Tarso, the Dying Gladiator, and the Fountain of Egeria.

ST. JOSEPH'S ACADEMY,

SOUTH ST. LOUIS.

- 1. Give the origin of the order of Sisters of St. Joseph.
- 2. Names and circumstances of first Sisters who came to America.
- 3. Growth and prosperity of St. Joseph's Academy.
- 4. Meaning of term "Mother House,"
- 5. Why have pupils of this Academy privileges over those attending our other schools?
 - 6. What States are usually represented in this institution?
 - 7. What is thought of its course of study?
 - 8. What are the peculiar attractions of St. Joseph?
- 9. Why are the pupils of this Academy seldom inmates of the Infirmary?
 - 10. What do visitors usually say of the Library and Museum?
 - 11. In what is St. Joseph's said to excel?
- 12. How far can the eye reach from the observatory of St. Joseph's Academy?
- 13. What improvements have been made within the last quarter of a century?
 - 14. What within the last ten years?
 - 15. What are the chief enjoyments of the children?
 - 16. What their course of study?
- 17. How often may they have callers, and on what occasions are they allowed to go home?
- 18. Why do not parents prefer St. Joseph's Academy to many others?
 - 19. Give the terms for boarders, and those for day pupils.
 - 20. Tell what you like best about St. Joseph's.

REVIEW WORK FOR FOURTH AND FIFTH GRADES.

DEFINITIONS.

Definitions required in Fifth Grade that cannot be found in connection with diagram of Noun and Verb.

Gender distinguishes the sex.

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Person distinguishes the speaker, the person spoken to, or the person or thing spoken of.

Number distinguishes one from more than one.

Case shows the relation of Noun or Pronoun to other words.

Voice is a property of the Verb which shows whether the subject acts or is acted upon.

Mode shows the manner in which action, being, or state is expressed.

Tense shows the time.

CLASSES OF COMMON NOUNS.

Class Nouns.—Horse, apple, man, mass, heap, furniture. Abstract Nouns.—Brightness, softness, cohesion. Collective Nouns.—Herd, jury, swarm, school, assembly. Verbal Nouns.—Singing, standing, seeming.

ELEMENTS OF A SENTENCE.

Principal Elements.

The *Subject* is that of which something is said.

The *Predicate* is that which is said of the subject.

The *Copula* joins the subject to the predicate.

Subordinate Elements.

The *Objective* element is a word or group of words, which completes the meaning of the transitive verb in the active voice.

The Adjective element is a word or group of words, which modify a noun or any expression of a noun.

The Adverbial element is a word or group of words, which modifies a verb, adjective, or another verb.

An element of the 1st class is a single word; as, Take this book. (ohj.) Ripe (adj.) apples. Very (adv.) good.

An element of the 2nd class is a preposition and its object, or an infinitive; as, A love of display (adj.). We came to die (adv.)

An element of the 3rd class is a clause; as, The man whom you saw is my father (adj.).

For further explanation of elements, for models of analysis and parsing, taken from various authors, see Teacher's Edition. Here are also given full explanations of the participle and infinitive.

RULES OF SYNTAX .- According to Harvey, Page 171.

RULE I.—The subject of a proposition is in the nominative case.

Rule II.—A noun or a pronoun, used as the predicate of a proposition, is in the nominative case.

Rule III.—A noun or pronoun, used to limit the meaning of a noun denoting a different person or thing, is in the possessive case.

Rule IV.—A noun or pronoun, used to limit the meaning of a noun or pronoun denoting the same person or thing, is in the same case.

RULE V.—A noun or pronoun, used independently, is in the absolute case.

Rule VI.—The object of a transitive verb, in the active voice, or of its participles, is in the objective case.

Rule VII.—The object of a preposition is in the objective case.

Rule VIII.—Nouns denoting time, distance, measure, or value, after verbs and adjectives, are in the objective case without a governing word.

Rule IX.—Pronouns must agree with their antecedents in person, gender and number.

Rule X.—A pronoun, with two or more antecedents in the singular, connected by and, must be plural.

RULE XI.—A pronoun with two or more antecedents in the singular, connected by or or nor, must be singular.

Rule XII.—An adjective or participle belongs to some noun or pronoun.

Rule XIII.—A verb must agree with its subject in person and number.

Rule XIV.—A verb, with two or more subjects in the singular, connected by and, must be plural.

Rule XV.—A verb, with two or more subjects in the singular, connected by or or nor, must be singular.

The remaining seven will not be required from children in these grades.

CHRIST BLESSES THE CHILDREN.

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ST. JOSEPH'S ACADEMY, Flushing, L. I., Dec. 20, 1885.

MINNIE STEWART, No. 356 Vesey St., N. Y. City.

> SALUTATION. My Dear Cousin —

Mamma was here this morning and says she promised auntie that I might go to New York for the holidays. A little friend of mine, Emily Langton, is most anxious to see your great city, and mamma says she knows auntie would be glad to have my little companion accompany me. Will you see to this, Laura, for I would not think of asking Emily without hearing from auntie, nor would the Sisters allow her to go with me unless she were invited? Let me know to-morrow, so that we may be ready when uncle comes for us Wednesday.

I am so delighted with my prospects for Christmas that I can think of nothing else-so soon to see you all, and to be with you a whole week.

With love to auntie, uncle Paul and your dear self,

COMPLIMENTARY CLOSING. As always, your loving

LUCIDA.

[2D LETTER, 3D GRADE.]

CARONDELET, Mo.

My Dear Uncle John - The other boys are writing to either of their parents, but it looks strange to write a letter to your father or mother and meet them at home a short time after. It is examination, though, and we must write to some one, so as you are nearly a thousand miles away I will write my letter to you, and if it be good, Sister says I may send it.

You are my godfather, so you know I will be ten years old next month. I am now in the fourth quarter of the Third Grade, and if I pass this examination I shall be promoted next week. I do not attend school very regularly, because I am often sick, but I practice writing and reading at home, and papa has me to write letters for him, sometimes just to keep me up to my class. Sister says I would be nearly through the Fourth Grade now if I were not absent so much. We write a great deal in school. We use three exercise books: one for Object and General Lessons, one for Spelling and Definitions, and the third for Letters and Language Lessons.

If you answer this letter, I shall send you another and tell you all about home.

Your loving nephew,

BERNIE.

[3D LETTER, 3D GRADE.]

BAYSIDE, L. I., Dec. 15, 1885.

My Dear Grandpa-I know you will be glad to hear that I have been to confession. It was very hard at first, LANGUAGE MANUAL.

CATHOLIC CHILD'S

LETTER WRITER.

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CATHOLIC CHILD'S

but Father Howard was so kind that now I could go every day.

You know, grandpa, I am eight years old, and I have been at school two years. The first year mamma sent me to the public school, but when Father Howard spoke to her about having me prepare for confession, mamma thought the Sisters were the best to instruct me. —I am trying to be very good, so that in three years I may be ready to make my first communion.

Papa has not come back from Michigan yet; he is enjoying very good health there, and may remain for the summer. We miss him, but mamma says we ought to be glad that he is so well.

Maria is at school now, and is pleased with every thing there. Mamma is very anxious to hear from you, for she is afraid the cold weather may bring back the rheumatism. When you are able, mamma hopes you will come to see her, your little Maria, and

Your dear namesake and grandchild,

PAUL.

[4TH LETTER, 3D GRADE.]

St. Joseph's Asylum, St. Louis, Sept. 8, 1885.

My Darling Papa—I have been here since last Thursday. Auntie came with me, and told Mother Felicity all about mamma's death, and how sad our home was since God took our dear mother.

There are a great number of boys here, some have their mothers, some their fathers, to come to see them, and five of the boys have both parents. The Sisters are very good and kind to the boys, and Mother Felicity does all she can to keep us from being lonely. I wish you could see her, papa; she is a tall Sister, with great black eyes and a long face. Sometimes we think she looks cross, but when she smiles and says: "Poor boy has no mother," it makes us love her just as we would our own mother. She is around with us most of the time and often gives us cake and candy, and sometimes pretty playthings.

I hope you will come to see me soon, dear papa. I pray every day for mamma's soul, that God may take her to heaven. I am sure He will for she was so good.

Good-bye, dear papa. Come soon to

Your little

WILLIE.

[5TH LETTER, 3D GRADE.]

St. John's Convent, Philadelphia, April 4, 1885.

Dear Maria—I cried so to-day and yesterday that mamma said if I bothered her any more she would have to send for you. I know you wish to spend a whole month at auntie's, and Julia says it is very selfish in me to want you back when you expect such a good time.

I do not mind so much during the day, but when night comes it seems so lonely not to have my own dear sister LETTER

WRITING

LANGUAGE

MANUAL.

Maria here to put her little girl to bed, and then kiss her a happy good-night. In the morning I ucy dresses me, but I do not like her, because she pulls my hair and hurts me so much when she washes me.

Poor little birdie misses you too; he does not sing half so well as when you were home. I know mamma is just as lonely as can be, but she does not tell every one she wishes you were home again, as I do. Then you know, dear Maria, that I am your pet sister, and I love you so much, and do want you to come back.

Your lonely little sister,

AGGIE.

[6TH LETTER, 3D GRADE.]

TORONTO, C. W., Aug. 15, 1885.

My Dear Auntie-Mamma received your letter yesterday, and as she is quite sick, she wishes me to answer it. Mamma went to the lecture last Thursday night, and the doctor thinks she took cold there, for she has not been well since.

When your letter reached her, papa thought it better to write to you that mamma could not go, but mamma thinks she will be able to start Sunday, because she does not want any one else to be baby's godmother. Papa will go with her, but he must come back Sunday night. I hope the baby's name will be pretty, and be that of a great saint. Papa, Joseph, Regina and myself are very well, and send you all much love. Mamma is sleeping now, and as the letter-carrier will be around in a little while, I must put this into the box.

Good-bye, dear auntie; give my love to cousins Clare, Josie, Agnes and Lida; accept a kiss for your dear self From your loving niece, and Uncle Will.

LIZZIE.

[7TH LETTER, 3D GRADE.]

ST PAUL, MINN., Nov. 21, 1885

My Dear Papa - You have been away from home nearly two weeks now; the girls have written to you several times, and they think I am a very ungrateful and unloving boy not to have sent you an account of myself before this. I hope you do not agree with them, for I am sure I miss you as much, if not more, than any of the girls; so, too, does Robbie; though he never says a word, only looks out to the front gate and says with his big blue eyes "O, dear! I wish papa were home; I am so lonely." We miss you at meal time, most of ail; every one seems to be looking for something he can not have. We shall all be glad when your business will bring you home again; I suppose we may look for you a week from Thursday.

I have been at school every day, and I am very anxious about the February examination. Sister says I do better in Object and General Lessons, than any one in my class. From you I have learned the names of the trees, shrubs, and many of the flowers, also their average heights; all this helps me in those lessons.

Now, dear papa, come home soon to

Your affectionate son,

CHARLEY.

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CATHOLIC CHILD'S

[STH LETTER, 3D GRADE.]

ST. VINCENT'S ASYLUM,

St. Louis, July 2, 1885.

My Own Dear Mamma-I was very much disappointed yesterday when the day passed and you did not come. I hope you are not sick, or that nothing has happened, but I shall be uneasy until I hear from you.

I am very well, dear mamma, and sister says I am doing well in my lessons; my mending was among the best done yesterday. I know you will be pleased to hear this. I am trying to improve my time and to do all that the Sisters tell me. Sometimes when I think of the pleasant home we had before papa died; of our little baby sister, dead too; of poor Harry so far away from us, and of you, dear mamma, working so hard to bring us together again, I become very lonely and I cry until I am sick.

Sister says this is wrong, but it seems to me I cannot help it. Of course God knows best, and if we pray He will take papa to heaven where everyone is so happy.

If you cannot come to see me, mamma, write some word, for I must know soon how you are.

Your loving little,

CLARE.

[9TH LETTER, 3D GRADE.]

ST. JOSEPH'S CONVENT, WHEELING, W. VA., August 20, 1885.

My Dear Grandma-Papa was called to New York this morning, where he will be obliged to remain two

weeks. As he was taking a cup of coffee before starting, he sent for me and said: "Rose, write to grandma at once; tell her I have gone, and how sorry I am that I could not see her; a telegram came last night and I cannot delay a moment. Enclose this, and Frank will see that your letter is registered. Tell grandpa to take good care of papa's dear old mother, and not to let her go to mass on wet mornings. Take Grace to Milburry on Saturday, and Sunday, after mass, Frank will drive there, so that he can take you all to the springs in the afternoon. The ride will do grandma good, and she will be glad to have my little ones with her. She will have a letter from me Sunday morning, God willing, and you must read it for her, and then answer it."

See, grandma, I give papa's own words. I am so glad I shall see you soon, and we all hope that you are as well as can be expected.

Receive papa's warmest embrace, mamma's best wishes, a kiss from each of the little ones, and a heart full of love from me. Your dear grandchild,

Rose

[10th Letter, 3d Grade.]

ST. JOSEPH'S CONVENT,

Canandaigua, N. Y., Sept. 15, 1885.

My Cherished Teacher-I have written letters several times to papa and mamma, and as I owe you the most gratitude next to them, I shall send this letter to you. My parents think I have improved more this year than ever before in the same length of time. They are very

glad that I have so much writing to do, for they say this has done me so much real good.

At first I thought I could never remember those scientific terms, but having them written in my exercise book is such a help to me. It is a great pleasure for me to come to school when every one is so studious, and our dear Sister is pleased with us. I think I should feel lost now were I to go anywhere else, or have any other Sister take your place.

I like our instruction hour best of all. Every night I try to repeat the stories you tell us, and papa says he was never told such interesting things when he went to school.

Now, this is only a little girl's letter, and you will not expect much in it. I am very thankful for all your kindness, and hope the good God will reward you.

> Your grateful pupil, EDITH.

[11TH LETTER, 3D GRADE.]

PHILADELPHIA, PENN., May 3, 1885.

	LHII	ADE	LI	IIA	, -	EN		- 11	aj	0, 1000.	
Mr. J. C.	. Stuart,		В	oug	ght	of	K	EL	LY	& More	Υ,
25 pounds	Coffee Suga	r		-		-		-	@	.10	500
	Y. H. Tea				-		-		(a)	.621	
28 "	Mackerel			-				-	(a)	.07	
7 gallons	Molasses	_	-		-				(a)	.50	
46 yards		-		-		-		-	(a)	.08	
30 "	Bleached Sh	irtin	g		•		-		@	.15	
6 skeins	Sewing Silk		-	-		-		-	@	.05	
8 dozen	Buttons		-	1	-		-		@	.20	_
Ch'g'	d in acc't,									\$20.5	4
			JAMES BROWN,								
								P	er	WM. LEE.	

[12TH LETTER, 3D GRADE.]

Flushing, L. I., June 25, 1885.

Dear Uncle John-Papa asks me to write to you, as he is called off sooner than he expected. He says it is all right about the horse. Keep Charley as long as you need him. Papa will write to you from New York, and if he can, will run up to your place before he comes home.

Mr. Logan did not call. Mr. Williams is still unable to leave his room, but the doctor says he will be all right soon. Mamma is well and sends love; so do the girls. Ed. is too busy with the book you sent him to think of anything else. Come to see us soon.

Your nephew.

RALPH.

[13TH LETTER, 3D GRADE.]

Buffalo, N. Y., Oct. 15, 1885.

MRS. WM. GRADY,

Bought of JOHNSON & SON,

7	yds.	Broadcloth,	-	-			@	\$3 60	\$25	20
9	6.6	Satinet,	-	-	-		@	1 50	13	50
6	"	Flannel,	-	-			@	75	4	50
5	44	Bleached M	Iuslin,	,			@	12		60
30	44	Merrimac (Calico,	-		-	@	$12\frac{1}{2}$	3	75
									\$47	55

Received payment,

JOHNSON & SON. By JOHN FRANKLIN. LANGUAGE MANUAL

CATHOLIC CHILD'S

[14TH LETTER, 3D GRADE.]

MR. J. STAED:

Will you please send mamma the following groceries:

10 lbs. Crushed Sugar (light brown).

8 " Green Tea (same as sent before).

1 Ham (about 12 or 15 tbs.)

3 doz. Eggs.

5 lbs. your best butter.

By sending, at your earliest convenience,

You will greatly oblige,

925 Collins Street.

MRS. JOHN RYAN.

[15TH LETTER, 3D GRADE.]

St. Genevieve, Dec. 15, 1885.

MR. B. HERDER,

No. 17 S. Fifth Street.

Mr. McWilliams called at your store a week ago and priced some church articles. He asked you to set aside some which he thought of taking; those he now wishes sent to Rev. P. Lambert,

Pastor, St. John's Church,

Send bill of same to

Hannibal, Mo.

J. J. McWilliams,

St. Genevieve, Mo.

[16TH LETTER, 3D GRADE.]

St. Anthony's Falls, Minn., Nov. 21, 1885.

Darling Papa—How I wish that instead of writing I could put my arms around your neck and kiss you again

and again. O, papa, I am so happy to-day, so very happy! Why are you not home so that I could share with you.

You know, dear papa, how much I dreaded going to confession. Well, it is over now, and I was somewhat ashamed when I saw such very little children about to perform a duty that seemed so hard to me. If I had been living in the city all the time I should not have waited until I am 10 years old to make my First Confession. As soon as I had finished saying the prayers given me as penance, I thought of you, and wished you were home so that I could tell you how very happy I am now. I shall go into the First Communion Class next month, and if I do as well as Sister hopes, I shall be allowed to make my First Communion next May. Then, papa, you must be home, because that day is to be the happiest of my life, and how could it be if my papa were not in the church to see his little girl receive Our Lord the first time?

I shall watch for you Saturday evening. Until then, pray, dear papa, for Your own little

MARY.

LETTER WRITING



The Memorare.



EMEMBER, O MOST PIOUS AND COMPASSIONATE VIRGIN MARY, THAT NO ONE EVER HAD RECOURSE TO THY PROTECTION, SOLICITED THY AID OR MEDIATION WITHOUT OBTAINING RELIEF. CONFIDING THEN IN THY INFINITE GOODNESS AND MERCY, I CAST MYSELF AT THY SACRED FEET AND DO MOST HUMBLY SUPPLICATE TO TAKE UPON THYSELF THE CARE OF MY ETERNAL SALVATION. OH, LET IT NOT BE SAID, MY DEAREST MOTHER, THAT I HAVE PERISHED AT THY SACRED FEET, WHERE NO ONE EVER FOUND BUT MERCY, GRACE AND SALVATION, BUT HEAR ME WITH A MOTHER'S HEART AND GRANT ME WHAT I ASK!

NOTE TO PUPILS.—Write a story about the efficacy of this beautiful prayer.







THE ANGEL GUARDIAN.

1st Letter, 4th Grade.]

St. Joseph's Academy, Carondelet.

My Own Dear Grandma—I was so disappointed when mamma came last night and I did not see you with her. I prayed earnestly that you might be able to travel, but Sister tried to console me by telling me God willed things just as they are, so that you might see what a good description of the morning I could write. As I want to be very happy on the day of my First Communion, I managed to convince myself that all is for the best, and now (3 o'clock), I am writing to you instead of sitting on the little stool at your feet, where I could see how interesting and how pleased you were with your little Josie's recital.

Well, dear grandma, you know what a beautiful chapel we have here, and to-day it is arranged as I think dear grandma would decorate it herself—all natural flowers, geraniums, pansies, roses, lilies and leaves of every description. Hanging baskets filled with begonias, forget-menots, lilies of the valley, and three or four different vines are placed in the high alabaster vases; the grand candlesticks hold candles ornamented as ours, and like them, except in size. The sanctuary carpet is uncovered, so also are the chairs; they appear more elegant to-day than ever before. The velvet carpet covers the aisle, and everything in the body of the chapel is rubbed up to the finest polish.

The boarders, numbering about sixty, and carrying the banners of different sodalities marched in front of the fifteen communicants, but in the chapel they separated, so that we passed between the ranks. Sister played as we entered, and then the solemn high mass began. We knelt on the sanctuary steps to receive Holy Communion, conducted there by four little "angels." While we were receiving, the Sisters sang a beautiful hymn to the Blessed Sacrament, and everything was so solemn that mamma says she cried until mass was over.

My dress fits very well and my shoes too. Mamma will bring my veil home so that you can see it, and I shall send my candle to you. This is telling you only how things look. But, oh, dear grandma, I can never tell you how happy I felt—such a sweet, quiet happiness! When I thought of you, I could not help wishing you were here, but then I put that out of my mind and asked Jesus to to give you everything you need. I told him how good you always are to me, and how much I long to do everything I can for you.

I suppose I cannot see you now before the Christmas holidays. I am trying to learn to read well, so that when your eyes ache I can finish your reading for you.

Good-bye, dear grandma. I shall pray for you every day, and I know you will always love

Your own little
Josie.

[2D LETTER, 4TH GRADE.]

WESTON, Mo., May 16, 1885.

My Dearest Harry—I know you will be glad to receive a letter written by your little sister on the day of her

LANGUAGE MANUAL.

First Communion. I shall never be able to tell the sweet

reet t

tasks in catechism very difficult, and for a long time I

The boarders, numbering about sixty, and carrying the banners of different sodalities marched in front of the

WESTON, Mo., May 16, 1885.

My Dearest Harry-I know you will be glad to receive a letter written by your little sister on the day of her

LETTER WRITER.

First Communion. I shall never be able to tell the sweet joy I feel—but you remember your own First Communion, and from that can imagine my happiness.

Sixty of us received Holy Communion to-day for the first time. The church was decorated beautifully; the grand organ sounded forth a sweet march as we entered, and when we knelt the choir sang, "Jesus, the Only Thought of Thee." Everything was so still around the church that we could not help praying fervently. My only distraction was wishing Harry were with me. I prayed for you the first after I received the Blessed Sacrament, and I am sure the dear Jesus, who deigned to enter my heart, will give my big brother all I asked for him. In two weeks we shall have the yearly mass for papa. I wonder if he knows I made my First Communion to-day? I prayed for him fervently during my thanksgiving. How good he must have been, for mamma never tires praising him.

All at home send love, and I send the joy and happiness that is in my heart.

Your affectionate sister,

Agnes.

[3D LETTER, 4TH GRADE.]

SULPHUR SPRINGS, MISS., March 25, 1885.

My Dear Aunt Mary—The day of my First Communion has come at last, and I am now enjoying all the happiness you have so often promised me. The Sisters have been very kind to me, dear auntie; I do not think I can express my thanks to them. I found learning my

CATHOLIC CHILD'S

tasks in catechism very difficult, and for a long time I was inattentive to the instructions. I know now that this was annoying to the Sister, and yet she was always so very patient. I told all this to our dear Lord this morning; I begged his forgiveness and implored Him to keep me from being troublesome to anyone hereafter.

Have you heard from papa? He has not written to me since last June, and I am very anxious to know where and how he is. If mamma had lived, papa would not be away from his children as he is now. I offered my Holy Communion for him and asked God to give him all he needs to make him a good Catholic. Poor papa has had so much trouble!

I shall be ready to go home in two weeks, and then shall leave nothing undone to be everything that my dear aunt Mary wishes.

In this way you will be repaid for your goodness to Your motherless niece,

ANNE.

[4TH LETTER, 4TH GRADE.]

Day of My First Communion, Buffalo, N. Y., June 20, 1885.

Dear Uncle Bernard—I have often asked my mother to allow me to write to you, but she always answered that I must wait until I made my First Communion, and on that day she would tell me a secret about you. This morning, as she kissed me before I went to the schoolroom, she said, "Bernie, I shall tell you that secret when

you come back. In the meantime, while Jesus is resting in your heart, you will pray fervently for my intention. Will you offer this, your First Communion, for your uncle Bernard? Tell the good Jesus He knows all; and beg Him to grant mamma's daily prayer." I did offer my Holy Communion for you, and I have heard the secret. Perhaps you will not be pleased that mamma should have told me, but I love you now more than ever, for I know what a great, noble man you must be. But will you always remain so displeased with grandpa that you cannot forgive him? It was very bad to be treated so harshly when you are innocent; but, uncle, maybe God wants you to be a great saint likes those we read of; or better, perhaps, He wished to treat you as He allowed His own dear Son to be treated. If you would only come to see grandpa-just think, uncle Bernard, you are his only son, and were he to see you again he would almost die of joy. Mamma says grandpa is living for this; and he is sure God will send you back before he dies. If you do not come home before I finish going to school, I shall ask mamma to allow me to spend my first earnings in going to where you are. I have always loved you, uncle, but now you are dearer than ever to me, and I shall write to you every week, whether you answer my letters or not.

LETTER WRITER.

I have been attending the Sisters' school for five years, but now that I have made my First Communion, and am in my thirteenth year, the Sisters advise me to go to a college conducted by some religious order. Mamma does not like to have me leave home so young, and I shall miss

her tender care; still, I must go some time, for papa will never allow me to attend the public school.

When you write, dear uncle, will you tell me what you think I ought to do? Of course mamma will be pleased with whatever you advise.

I shall watch for a letter from you, and when it comes you may be sure no boy in Buffalo will be prouder than, Your affectionate namesake,

BERNARD M. LEE.

[5TH LETTER, 4TH GRADE.]

Sister is holding my hand while I write "Happy Christmas" to my dear papa and mamma.

From their little

NETTY.

[6TH LETTER, 4TH GRADE.]

Merry Christmas! papa and mamma. I hope Santa Claus will bring you all you want, and not forget my new sled. Will wants a pair of skates, and Lulu says she must have a new doll. I want to go to grandpa's Christmas, because he always gives me money. I know what I shall buy then.

I am sure there will be something on the tree for LITTLE FREDDY.

[7TH LETTER, 4TH GRADE.]

A MERRY CHRISTMAS AND A HAPPY NEW YEAR
TO THE LOVED ONES AT HOME!

I have just made my First Confession and I feel very

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LETTER WRITER.

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CATHOLIC CHILD'S

happy. I shall try to be very good, and I hope the Infant Jesus will give me what I want for papa, mamma and all my brothers and sisters.

We are writing Christmas letters, and Sister says we may begin like the letter on the board, but each one must say just what she wants to say. I hope the Infant Jesus will bless papa, mamma and all of us.

Your little Emma.

[STH LETTER, 4TH GRADE.]

Сонов, N. Y., December 19, 1885.

Dear Uncle and Aunt—As usual, I am mamma's little letter writer, and will write just what she says: "Tell uncle and auntie that I received their last letter some time ago, but as it was so near Christmas I waited to send them 'the box.' The watch-chain, made of father's and mother's hair, is for my dear sister; the smoking-cap and slippers for Joseph; the 'Following of Christ' is marked for him also. The 'Mental Album' is Mary's, from her uncle; the breast-pin and ring are my presents to her. The 'Book of Travels' is for Alfred, and the doll for my baby-niece.

"Tell Aunt Alice that I have not heard from our brother since I wrote her last, and if she has received any word from him to let me know. I am anxious to hear how Alfred is doing at college. Should everything be satisfactory there, I shall send Richard after the holidays. I hope auntie and uncle will be here as usual for the anniversary mass offered for our dear parents, and that little

Lora will be well enough to come with them. Of course the others will be at school, and I would not have them lose a day of that precious time. Now, my child, you may say something for yourself."

What can I say, except that I wish you a very happy Christmas. I know Blanche, Edward and Lilly will receive a great number of presents, and this will make them happy. The baby will be delighted with the tree, and, Auntie and uncle, you cannot but be happy, seeing the little ones having such a joyful time.

Accept love and the best wishes of the season from papa, mamma, Richard, and

Your fond niece,

Louisa.

[9TH LETTER, 4TH GRADE.]

ACADEMY ST. FRANCIS DE SALES, STE. GENEVIEVE, Mo., December 21, 1885.

My Dear Beloved Parents—The approach of the great birthday, so universally celebrated, gives me the fourth opportunity of writing you a Christmas letter.

Many of my school companions seem to consider it a difficult task to go through the formalities of this duty; but to prevent myself from a like feeling, I shall write this just as though I were saying the words, rather than writing them:

What a truly happy time Christmas always is at our dear home. With papa and mamma repeatedly there, the children loaded with the choicest gifts, uncles and aunties often visiting us at this season, bringing with them dear

LANGUAGE MANUAL.

Among the many gifts our dear parents bestow on us, there are none we prize more highly than our Christmas presents. I think this is very reasonable, for I have often noticed how much papa and mamma plan to know what to get for the little ones. I have all my Christmas presents yet, and shall keep them, unless some of my brothers and sisters should ask for them. When I look at these gifts, and think of the love our dear parents must have for their children, I wonder if we can ever repay them. I imagine I hear you saying: "Yes, darling; be good, be obedient, and serve your dear Heavenly Father, who has given us to one another. This will reward us here and hereafter."

We will try, dear parents; indeed we will. Freddy and I shall offer our holy communion for you, and George, Katy and little Nell have told over and over again all they intend to ask the Infant Jesus for dear papa and mamma. As God listens to the prayers of innocent children, I am sure the little ones will obtain all they ask.

Wishing you again and again a very happy Christmas, and all blessings for the coming new year,

> I remain, dear papa and mamma, Your loving little girl, VIOLET.

[10TH LETTER, 4TH GRADE.]

STE. GENEVIEVE, Mo., Christmas Eve.

Dear Mother-I know I am a "great rough boy," as the girls say, but I love you as much as they do; and, though my letter may not be trimmed up as fine as theirs, it will tell you that next year I shall try not to give you any trouble, and to do all I can to help you.

Papa promised to pay me for all the "chores" I do. and with that money I can get you a nice birthday gift. I am sorry for all the trouble I have given you, and I hope you will pardon me. I will try not to be so rough with the girls.

This does not sound like a Christmas letter, but I know it will make my mother happy, and that is what I wish her-a happy Christmas! Your loving son,

SAM.

[11TH LETTER, 4TH GRADE.]

MONDAY MORNING.

My Dear Lida-Mamma has concluded to give me the Christmas party I have been waiting for so long, and you know I can do nothing without the aid of my dear classmate. Ask your dear, kind mother to allow you to spend Wednesday and Thursday with me. Papa will send the buggy for you, should your answer be favorable.

We shall have all the enjoyment we can wish, and your attendance on the occasion will be another great kindness done. Your devoted classmate,

1460 Clark avenue, St. Louis.

NETTY.

I remain, dear papa and mamma,
Your loving little girl,
VIOLET.

attendance on the occasion will be another great kindness done.

Your devoted classmate,

1460 Clark avenue, St. Louis.

NETTY.



YOUNG SANTA CLAUS.

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[12TH LETTER, 4TH GRADE.]

ST. LAWRENCE'S SCHOOL, TROY, August 28, 1885.

My Dearest Mamma-Enclosed you will find ten dollars (\$10), which I have earned by going errands for Mr. Long. I am very happy to have this to give you, and I know it will please you, because it is my first earnings. Next year I hope to be able to do a great deal for you. I wish I were a man, so that you would not have to work any more. I am sure God will make your Christmas happy, because you are so good.

Pray, dear mother, for Your son, JOHNNY.

[13TH LETTER, 4TH GRADE.]

ST. BRIDGET'S ASYLUM, St. Louis, Mo., December 18, 1885.

My Own Constance-I have been crying all day, and even now the tears are falling on my paper while I am composing my Christmas letter.

Oh, dear Constance! Only think, a year ago papa and mamma were with us preparing our Christmas gifts, arranging our tree, planning little surprises for us, trying to hide things until the great morning, and now, darling Constance, you have to be father and mother to us. Thank God that we have such a sister! But we cannot keep away the loneliness that must make this Christmas a very sad one. I know, dearest sister, that you will miss our loved parents more than any of us; and we shall prove

CATHOLIC CHILD'S

to you, that we love you enough not to add to your sorrow on the coming holidays.

Now, more than ever, the Blessed Virgin must be our mother, and I am sure she will be particularly good to you, since you have to make all the home-sunshine for the rest of us. I wonder if papa and mamma will see us Christmas morning? So often I feel that mamma is looking at me while I am doing my work or preparing my lessons. Dear, good mamma and papa! May God give their sweet souls peace and rest.

I am sure my schoolmates would think this a very sad Christmas letter, but Sister says we write as we feel, and I know our dear sister Constance would not have me write any other way. Of course you will be here to see me, and bring Eddy with you. In another year I shall be confirmed, and then sister thinks I can do something to help you. How I long for the time!

Wishing you, my darling Constance, all the happiness so good a sister deserves, and leaving your reward to the sweet infant Jesus, pray often for,

Your orphan sister,

BLANCHE

[14TH LETTER, 4TH GRADE.]

ST. JOSEPH'S ACADEMY, South Troy, N. Y., December 4, 1885.

My Own Dear Grandpa-It makes me very proud to be engaged to send a letter across the great Atlantic, and that, too, to my dear mamma's fondly loved father.

Mamma has often said that when we grew older she

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CATHOLIC CHILD'S

My Own Dear Grandpa-It makes me very proud to be engaged to send a letter across the great Atlantic, and that, too, to my dear mamma's fondly loved father.

Mamma has often said that when we grew older she

LETTER WRITER.

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would ask papa to take her to Ireland to see you and Uncle Peter, and we say among ourselves: "I wonder if they will take any of us with them." I am the oldest boy, and might stand a good chance, but girls are always ready for trips, and will, no doubt, put in a first claim.

All our relatives think I resemble you, and mamma often tells me she hopes I will be like you in character. I am twelve years old now, and am attending the Sisters' school, but next year I shall go to the Christian Brothers' academy. Lizzie, who is two years older than I am, will complete the Eighth Grade this year, and Maggy, the eldest, expects to finish the Advanced Course in two years. Walter, the baby, is eight, and very proud of being in the first class of the Second Grade. Papa is still book-keeper at Nim's; his eyes trouble him now, and mamma wants him to rest for a year or so; to this he always answers: "Wait, mamma, until we go to see grandpa." Mamma is well and is the best mother in Troy. We are still in St. Joseph's parish; mamma thinks she could never feel at home in any other church, and Father Baxter says she must not move on any account, now that the "dear Sisters of St. Joseph are here."

Grandpa, do you think you will ever come to America? If you should, I know you will be delighted with the scenery from New York to Albany, especially if you come up on the boat. What a grand, hearty welcome we should all give you! May God grant that we may spend at least one Christmas together, is the heart's desire of Your namesake, AUSTIN.

CATHOLIC CHILD'S

[15TH LETTER, 4TH GRADE.]

ST. ANTHONY'S CONVENT, Maryville, December 24, 1885.

bootin in it, it, becember it, 1000.

REV. J. M. St. CYR. D. D.:

Our Much-Loved Pastor-Sister has given me the honor of writing you the Christmas letter for our room. I am very anxious to have it all that you would wish it to be. We have sixty boys in our room now, and we all passed the November examination, except poor Tommy White, who had to stay at home to take care of his sick mother. Sister Patrick is very proud of her boys, and it pleases us to see her satisfied with our endeavors. We are very glad, too, when you say: "My boys are the best in town," though we know we are not near as good as we should be.

Now, we ought to say something about Christmas and New-Year's. We shall all pray that the Infant Jesus may give you all that you wish. He knows what is best for you, and if we pray fervently I am sure he will hear us.

We wish you a Happy Christmas and a prosperous New Year.

The boys who have made their First Communion will offer their communion for you that morning, and we shall join them in their prayers.

With best wishes for all that you need, and asking the Infant Jesus to bless you,

We are, dear reverend father, Your loving school boys, "No. 3."

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[16TH LETTER, 4TH GRADE.]

MATER CONSILII CONVENT,

December 23, 1885.

REV. B. M. DONNELLY, PASTOR,

CHURCH "IMMACULATE CONCEPTION:"

Rev. and Dear Pastor—To-day has been set apart for the writing of Christmas letters, and Sister told us we might write to whomsoever we wished. Papa's and mamma's letters are finished, but I am not satisfied. I want to send a letter to you and, somehow, I think my little letter will please you.

I know I do not write as well as some of my classmates—and you like nice writers, but when I do the very best I can, I am sure you will not mind it.

I am glad we are to have a few days' rest from school, though I do not like to be absent during class time. I have attended regularly since school opened, and I hope shall continue to be punctual throughout the year. We are always glad to have you come into our room, for you look so kind and good; but it is better still when you come to our house. I hope the Infant Jesus will tell you to come oftener than you do. Mamma and papa are well. The boys are as noisy as ever. I do not know what to wish you for Christmas, but I hope you will get everything you want.

From your little girl,

FLORENTINE.

[17TH LETTER, 4TH GRADE.]

Salina, N. Y., December 23, 1885.

My Own Dear Parents-Here I am, nearly one

thousand miles away from you, among strangers and in a strange city. It requires all the strength I have prayed for, to keep back the tears that are ready to fall at any moment. I have just been to confession; to-morrow so many will be going that I was afraid to wait.

Oh, how much the Catholic child owes to Almighty God! Away from those I love dearer than life, what could give the consolation that now fills my soul in the reception of the sacraments? To the loving Jesus, who, I trust will enter my poor heart on Christmas morning, I can make known every want, and to the same tender Lord and Master I can trust my own dear ones. In His sweet heart we are ever united, and there alone is our love for one another fully understood. Kneeling before the altar of my Heavenly Queen, I will feel that I am home again, and the Immaculate Mother of the Child Jesus will know how to console your lonely child. In the tender care of Jesus, Mary and Joseph, I leave the loved ones of my cherished home.

Your son,

FRANCIS.

[18th Letter, 4th Grade.]

Oswego, N. Y., July 20, 1885.

My Darling Papa—You are now gone from us a week, and, though this beautiful place has many attractions, we miss you greatly. The first few days I do not think the lake air did mamma much good, because she seemed lost without you. Now, as the time for your return is nearing, she grows more like herself, and is improving in spirits, and consequently in appearance.

LANGUAGE MANUAL,

FLORENTINE.

[17TH LETTER, 4TH GRADE.]

Salina, N. Y., December 23, 1885.

My Own Dear Parents—Here I am, nearly one

the lake air did mamma much good, because she seemed lost without you. Now, as the time for your return is nearing, she grows more like herself, and is improving in spirits, and consequently in appearance.



HAPPY, HAPPY CHILDHOOD.

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Auntie is very well and does everything to make our visit pleasant. Uncle took us riding yesterday down by the lake. On, it was grand! The breakers were so high, and followed each other so rapidly, that I felt as though I were losing my breath, but auntie and mamma laughed at me.

Mamma received a letter from Harry yesterday. He is enjoying his stay on the mountains to his heart's content. Uncle Will is so entertaining, and then you know, papa, he thinks more of Harry than any of us. They are to stop here on their way to Montreal, so that Harry will have two great treats. I hope the vacation will improve his health. Mamma sends fond love, and says you must take good care of yourself. Come soon to

Your devoted child,

AGNES.

[19TH LETTER, 4TH GRADE.]

UNITED STATES HOTEL, SARATOGA, N. Y., May 16, 1885.

MRS. A. F. MONTGOMERY,

Indianapolis, Ind.:

Dear Friend—Mamma has just been interrupted in writing a letter to you, and, as she wants the message to leave on the morning mail, she commissions me to send a few lines for her. We reached here a week ago. Mamma is delighted with the place, and thinks the waters will be of great benefit to her. This note is to fulfill a promise, that, should Saratoga be all that she expected to find it, she would write you to join her next week. This will reach

you Friday evening, and we shall look for you in Saratoga next Tuesday. We have an elegant hotel, and by coming soon you can select your sleeping rooms.

Hoping to see you within a week, and assuring you that you cannot but like everything in this beautiful watering-place, with mamma's best love,

I am,

Your little friend,

ALICE.

[20TH LETTER, 4TH GRADE.]

BINGHAMPTON, N. Y., June 16, 1885.

My Dear Emma-I am so lonely without you and my other classmate, that I can do nothing but think of you. We are now pretty fairly settled in our new home. Binghampton is, without any exception, the most beautiful city I have ever seen, and had I been here all my life, I do not think I could ever satisfy myself elsewhere. Everything in the city makes you feel that you are living in a grand park, where perfect order must be observed, and where the beautiful of nature and art can gain admittance. I like the place-who could help doing so? But I am very, very lonely. Papa does not find much business here, but as it is a rest he wants now, he could not have chosen a more suitable home. He says he feels he has improved even in this short time. Mamma has been very busy getting the house fitted to her liking, and now you would be ready to believe that we were in our old home again. If my dear companion, Emma, would only run in now and play our duets with me, and then tell me

everything that has happened since I saw her last, I should be ready to believe myself back in dear Saratoga again. Now, Emma dear, you must write to me as soon as this reaches you, I am so lonely. Tell me everything

about our class. Give my love to all the girls; I shall write to Mabel and Grace to-morrow.

You know, dear Emma, that you have the fondest love and truest friendship of

Your loving companion,

STELLA.

[21st Letter, 4th Grade.]

St. Joseph's Convent, Hannibal, Mo., September 24, 1885.

MR. THOMAS CARDEN:

My Dear Guardian—A week has passed since you left me in the care of the dear Sisters of St. Joseph. I have been lonely, but resigned. The Sisters are very kind, very attentive—even anxious about me. I cannot say that I have done much in my lessons, for my every endeavor is bent on dispelling homesickness. My health is good.

I see that I have forgotten my scrap-book, and as it contains much that I can use here, I should be glad to have it sent. Tell John to keep mamma's and papa's graves green.

Knowing that you will be glad to hear of my welfare, I am, dear guardian,

Respectfully yours,
ODELIA LIVINGSTON.

[22D LETTER, 4TH GRADE.]

St. Louis, Mo., September 8, 1885.

MISS LIZZY HART:

My Very Dear Friend—No doubt, you think me very unkind in not answering your welcome letter, but I know you will banish all such unfavorable thoughts when I tell you that I have just returned from a visit.

Finding your letter awaiting my arrival, I hasten to answer it, at this, my first opportunity. I enjoyed my visit very much, and thinking an account of it may prove interesting, I shall proceed to particulars. As you are aware, I had long promised my school-friend, Mamy O'Neill, a visit, and at the same time to escape from the many inconveniences attending city life during the summer. Well, her home is situated about fourteen miles west of St. Louis, and is called "Oakland," from the many oaks by which it is surrounded. Of course, the ride is a long one, and would be tiresome, were it not for the many interesting objects which present themselves on all sides. About three or four miles out of the city we pass the new college of the Christian Brothers, which is a large, magnificent building, situated on a hill, and can be seen from all the surrounding country. Here and there, along the road, may be seen, peeping through the trees, now a stately mansion, then a tiny cottage, and at last we reach our journey's end. The first thing that attracts our attention is the beautiful display of flowers of every variety, laid out in beds on each side of the walk, which leads to a cosy little house, small in comparison

Mamy is as delightful a hostess as you could desire, and made my visit a series of pleasures. I could not but regret the promptings of good taste which told me my visit was long enough.

Reaching home, another treat awaited me—your dear, welcome letter. Hoping that you will give me an assurance of pardon for my seeming neglect, by writing soon, and with prayers and best wishes for your present and future happiness,

I remain,

Your loving friend,
MAMY WATSON.

[23D LETTER, 4TH GRADE.]

St. Louis, Mo., September 8, 1885.

MRS. T. MYERS,

ST. PAUL, MINN.:

Respected Friend—Mother wishes me to thank you for the great kindness shown to Albert during his stay at your house. We were uneasy about him for some time, but when he wrote of the family with whom he was so fortunate as to be placed, mother knew that God had heard her prayers, and had sent her boy the kind, wise friend, so necessary to shield him from temptations attending that period of life through which he was passing.

Mother's daily prayers is: "May God reward the kind lady, and give to her children, in case of need, the friend she proved to my Albert."

We all feel acquainted with you, and trust your promised visit to St. Louis will not be delayed.

Most gratefully yours,

LUCY KELLY.

[24TH LETTER, 4TH GRADE.]

St. Teresa's Academy, Kansas City, October 15, 1885.

MRS. C. MONTGOMERY:

Mamma's Best and Dearest Friend-To-day counts the third year that we are motherless, and it is also the first of my return from Bay St. Louis. Aggie made her First Communion the second Sunday of May, but the ceremony of that occasion being the second I witnessed while there, its impressions are not so vivid as these I am eager to relate to you. Bay St. Louis is the most delightful spot I have ever seen. I shall not attempt giving you anything like a description of it, as you can imagine what a village is, with the most homelike little cottages, making you think of those seaside villages of which the poets write. Indeed, no poet could exaggerate the enchanting beauty of Bay St. Louis. The church and convent, both bearing the title of "Our Lady of the Gulf," are situated in the prettiest portion of the village, and as a looker-on sees the long procession of young lady

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boarders, attended by their devoted teachers, file out of their sweetly nestled convent into the parish church, he cannot but feel that here is quiet, peace and happiness. But the occasion of which I am to make mention is one of particular solemnity. May 1st is a memorable date for all the children of the Catholic church—the opening of that sweetest of months, the "Month of Our Mother." But there we were in the sunny South, with the cool air from the gulf preventing us from grumbling about the heat, and the delightful scene of church and convent just before us.

The church bell broke the stillness, and at the same moment the front door of the convent was thrown open, and six tiny girls, representing angels, prevent the long and richly adorned banner from trailing on the gravelled walk. On this banner is painted a striking image of the Immaculate Queen, which, as the perfumed air turns it from side to side, seems to delight in the lovely train by which it is followed. The young ladies were dressed in white; wore long illusion veils; each carried in her hand a floral offering for her Spotless Mother, while their sweet and well trained voices sang, "Hail Virgin, dearest Mary!" reminding me of the virgin train that "Followeth the Lamb, whithersoever he goeth."

Having entered the church the act of consecration was read, after which was sung the sweetest of Mary's hymns, "Virgin Mary, Still Remember!" Then followed the benediction of the most Holy Sacrament. The *Te Deum*, sung in grand chorus, terminated the afternoon ceremony.

Thinking the procession would return to the convente by the way we have just described, we placed ourselves in a position to obtain a good view—but a further treat awaited us. A door on the side of the church leads into the convent grounds, and to this outlet the procession turned. Now the little acolytes preceded the banner, bearing a cross. These were followed by four of the young ladies, carrying a statue termed, "Our Lady of the Woods," the others taking their respective places.

We, too, followed in the same direction. Into the woods we went in very deed, and having reached the thickest, wildest parts of it, we came to a rustic little chapel, into which the statue was borne and placed on the altar prepared for its reception. The procession now turned toward the convent along a wide gravelled walk, shaded on either side by the beautiful evergreen spruce pine. This fine tree, reaching a height of fifty or sixty feet, with a diameter of about eighteen inches, the branches taking a handsome conical shape, their long, flexible leaves arranged in pairs, made me wonder why it never before did such justice to its loveliness. The enchanting walk measures nearly a quarter of a mile in length and is fifteen feet wide.

The bridal wreath and the virgin bower, in the full beauty of their bloom, twining around the various outbuildings; the many varieties of magnolia trees, the immense live oak, an occasional dead tree reclothed with the dark-colored leaves of the ivy—

That staunchest and firmest friend That hastens its succoring arm to lend;"?

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the Carolina jasmine hanging its beautiful yellow flowers on the very tree tops, and scenting the air with their delicious perfame; these and many others of the special beauties nature gives the South, added not a little to the soul-inspiring scene that was passing before us. Never before had "Our Lady's Litany" sounded so devotional; never before had Mary's month greeted me with such solemn grandeur.

Papa intended to have me return home with him the Sunday following, but the Mother Superior very kindly requested him to leave me for a few weeks, that I might have the benefit of the salt-water baths. I was completely fascinated with everything in Bay St. Louis, but darling papa wanted his little housekeeper home, so commissioned a friend of his to call for me on his way from New Orleans. This, dear Mrs. Montgomery, is not an answer to your prized letter, but to-morrow will accomplish that duty, and in the meantime you have an explanation of delay from,

Your most devoted friend,

JULIA IRVING.

[25TH LETTER, 4TH GRADE.]

WATERLOO, ILL., October 15, 1885.

My Dear Lonely Mamma—Papa will be dead one month to-morrow, and I know how you will feel. I asked sister to allow me to write a few lines, not that I think they can banish your grief, but they will prove that your little girl does not forget you. Eddie came here yesterday. He is to clerk in a drug store and go to night

school. Emily has obtained the long sought position in the school. Mrs. Martin called last evening and said that she could not accompany me home for the holidays, so I must secure some other companion. You will see to this—will you not, mamma? I am well, now; my throat has not troubled me since my return. I have a new music teacher again. Mother H. will have the mass you told me to have offered for papa, said in the Sisters' chapel, and the Sisters will offer their communion for the repose of his soul. Uncle Peter has just called, and while he has gone to get some little treat, I hasten to finish this, so that he may take it to the office. All are well at uncle's. John left last night for California.

CATHOLIC CHILD'S

Good-bye, darling mamma. Ask God to bless your Most loving child,

MAMIE.

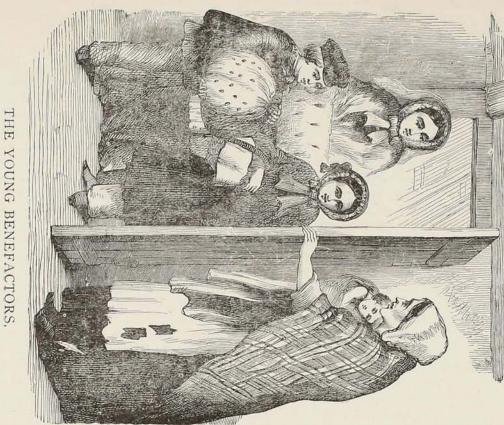
[26TH LETTER, 4TH GRADE.]

Sacred Heart School, Florissant, Mo., August 15, 1885.

Dear, Dear Grandma—According to your suggestion, papa sent his three daughters to seek their vacation in different places, and to note what appeared to them most interesting and most striking. In this way papa and his best of mothers are to see what tastes we possess, and how careful we are to use the same to the best advantage. I, being the eldest, will send the first account to grandma, at the same time assuring her that I have questioned myself well as to whether I have followed my own tastes, or have studied those I believe my dear ones most admire.

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THE

Uncle Robert, Aunt Pauline, Cousin Eddie and myself left St. Louis, July 9th. The weather was pleasant, and, save a sadness that seems inseparable from "homeleaving," we went off with the brightest anticipation.

As usual, we saw very little from the railroad, except the thickly wooded hills; these I watched with great interest. Even with the train moving thirty miles an hour, I could distinguish the young trees, airy and delicate, those in their prime, stately and majestic, those in old age, venerable and picturesque; the various forms, sizes and developments adding greatly to their charm and beauty.

What would our homes be without trees? Well might it be said, that they are a drapery which cover an ungainly figure, and while it conceals its defects, communicates to it new interest and expression.

We reached Boston Saturday morning; Uncle William met us, and after riding through a considerable portion of that beautiful city, we arrived at his very pretty home.

Aunt Alice, with a houseful of little cousins, was on the front porch to greet and welcome us. That day passed with the usual preliminaries. Uncle's house is built in the Italian style. A terrace with balustrades surrounds the hall door, giving an air of importance to the front entrance. The hall is about thirty feet long by perhaps ten feet wide. The imposing stairway, with its balustrade of heavy, black walnut, adds much to the grandeur of the hall; while the soft, mellow rays, coming from the tinted sky-light, gives every object beneath it a most delicate appearance. In the ceiling of this central hall is a circular opening in the second story, forming a gallery above, which communicates with the different chambers and ventilates the entire building.

The library was for me the most charming apartment in the house. A comfortable size—fourteen feet by twenty-six, and sixteen feet high, and fitted up in auntie's own tasteful manner. It contains books of every description. Seated by the bay-window, with a fine view of the cape, and a welcome fanning of its refreshing breeze; books selected for the day before me; a prospect of an evening's ride along the sea shore; an ear listening for the welcome step of the letter carrier, who will surely bring me "a letter from home." No wonder that uncle's library was the sweetest spot in Boston for me.

The third week of our stay Uncle William invited me to accompany him to New York city. The invitation I gladly accepted. Nothing could have pleased uncle more than the delight he watched in my face when any particular beauty of nature was presented. Along a great portion of the road the train advanced slowly, owing to the bridges placed over the many sparkling brooks, whose murmuring fell upon our ears in some of the quiet secluded spots at which we stopped.

The soft and trembling shadows of the surrounding trees and hills, as they fell upon an occasional quiet sheet of water, the brilliant light which the crystal surface LANGUAGE MANUAL.

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reflected in the pure sunshine, sometimes mirroring the snowy whiteness of the over-hanging sky, gave an almost magical effect to the charming little valleys that were my special delight.

The peculiarities of every tree had an attraction for me. Here were groups formed by trees of different ages and sizes, at different distances from each other; often mixed by those of the largest size with others of inferior growth; there were similar groups full of openings and hollows of trees, advancing before or retiring behind each other—all full of intricacy, of variety, of deep shadows and brilliant lights; new combinations, new shades and inlets, presenting themselves in succession.

There, too, were the variety of trunks and forms. The rounded-headed oak, ash, beech and walnut, with the numerous breaks in the surface of their foliage, causing irregularity of sky-outline; the young trees appearing elegant; the old, majestic and picturesque. The spirytopped, whose foliage is evergreen - here I could distinguish many of the pines, the spruce, the fir and the cedar, while the larch, though not an evergreen, resembles those I have mentioned in shape and outline. How much life and spirit I thought these trees added to the force of the round-headed ones. There were heads of foliage more dense than the latter, differing also from spirytopped trees, in having upright branches instead of horizontal ones. Among these was the Lombardy poplar, relieving and breaking into groups large masses of woods. And last, but to me by far the most pleasing, were the

drooping trees—the elms, the birches, the weeping willow and others.

Oh, how beautiful are God's works—how harmonious, how wonderful! Even in the coloring of the verdure, how much variety! From the pale, mellow green of the maples, to the darker hues of the oak, ash or beech, and finally to the somber tints of the evergreens.

One spot in particular pleased uncle, and as we both gazed on it, he said: "Would it not be a most delightful acquisition to our Boston home, could we pick up this lovely spot and place it back of our rural cottage?" "Why, uncle," I replied, "would you not convey your lovely house to the foot of those magnificent hills?" "Ah, my child, the love of home is stronger within me than that of nature. I would bring this place to Boston."

Uncle then related his longings for wild picturesque surroundings, and said his trip now was taken to give him an insight into landscape gardening, as it is to be found in the middle portion of the Hudson. He brought me with him because he found me ready to admire everything in the great vegetable kingdom, and he felt that some good suggestions might escape me on this account. Uncle knew this compliment would please me. We spent one night in Albany, and the following morning we took the splendid boat, bearing the name of the well-known capital. I can safely say I never saw such grandeur in the fitting-up of any apartment as I found in the elegant salons of "The Albany." The natural scenery, which soon took our thoughts from the luxury within, is indeed

of the finest character. The constantly varying forms of the water, shores and distant hills, give the admirer widely different kinds of home, landscape and distant views. While the boat rested at some of the landings, we could see the soft foreground of smooth lawn, the rich groups of trees ornamenting the most romantic homes, to which the lake-like expanse of water and the fine range of wooded mountains, have given an appearance that I dare not attempt to describe. No wonder that tourists have seen on the banks of our delighted American stream, beauties that even Switzerland does not possess.

We visited Hyde Park, and the following description, which I read after visiting it, tells my ideas so well that you must allow me to quote it:

"Nature has indeed done much for this place, the grounds are finely varied and beautifully watered by a lively steam. The views are inexpressibly striking from the neighborhood of the house itself, including as they do the noble Hudson for sixty miles in its course, through rich valleys and bold mountains. The efforts of art are not unworthy such a locality, and while the native woods and beautifully undulating surface are presented in their original state, the pleasure grounds, roads, walks, drives and new plantations have been laid out in such a judicious manner as to heighten the charms of nature. For a long time this was the finest seat in America, but there are now many rivals to this claim."

The park attached to the manor of Livingston is perhaps the most remarkable in America, for its simple character and the order in which it is kept. The turf is everywhere short and velvet-like, while the mansion is a chaste specimen of the Grecian style. We also visited Blithewood, the seat of R. Donaldson, Esq., near Barrytown, and the Montgomery place.

Returning home we again spent a night in Albany, and while there we heard so much of the grandeur of the Renssalaer Place, that uncle was persuaded to visit it. This estate is ten or twelve miles square, including the village of Bath. Having enjoyed the variety of this seat for the greater part of the day we returned to the hotel in Albany, and as business hastened uncle home, we took the night train for Boston. Here papa's letter, calling us to St. Louis, was read, and as the party were only waiting my return, we left Boston the following day.

When I see you, dear grandma, I shall tell you more of my vacation, and you know nothing could gratify me more than to feel that you are pleased with the manner in which your eldest grandchild has spent the summer months. With the most affectionate embrace, I remain dear Grandma, your loving child,

ISABELLA STEWART.

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The park attached to the manor of Livingston is perhaps the most remarkable in America, for its simple

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RULES FOR PUNCTUATION AND CAPITALS.

- 1. Every sentence begins with a capital letter. (This is true even when in the form of a question or a quotation it is introduced within another sentence.)
- 2. If a sentence asks a question it ends with a question mark (interrogation point). If it does not ask a question it ends with a period. (Exception—No. 9.)
 - 3. Write the words "I" and "O" with capitals.
- 4. The names of persons and places should begin with capitals.
- 5. The name of the person spoken to, with the words belonging to it, should be set off by commas.
- When the exact words of another are used they should be enclosed with quotation marks.
 - 7. Words referring to God should begin with capitals.
- 8. Titles of office and respect should begin with capitals.
- 9. An exclamation should end with an exclamation point. (This includes exclamatory sentences and interjections, except O, oh, eh and hey.)
- 10. The place of letters omitted is shown by an apostrophe or a dash.
- The caret shows where words or letters are to be inserted.
 - 12. Every abbreviation should be followed by a period.
- 13. Put a period at the end of a subject or title, or any term complete in itself.

- 14. The hyphen is used at the end of a line to show that a word is divided.
- 15. The hyphen is used to connect the parts of a compound word.
- The hyphen may be used to separate the syllables of a word.
- 17. If a word is repeated for emphasis, it should be separated from the rest of the sentence by commas.
- 18. A comma should be placed after every item of the address, except that which requires a period.
- 19. If the title be placed after the name, it should be separated by a comma.

Oh, how glad the papas and mammas of our child readers will be when they receive the plainly-written, carefully-spelled, neatly-arranged letters of their darling little boys and girls! And surely they deserve all the happiness their children can procure them. Learn now to give those loved ones all the comfort you can, and when you grow to be men and women, miles and miles away from your home, you will not cause a loving mother's heart to ache with anxiety, because she has not heard from her absent child, perhaps, for years.

Most of the pleasure we receive on earth comes from our own family circle. See how much of this you can bring to your relatives by knowing how to send your sweetest sentiments in a charming little letter.

END OF PART FIRST



PETER DENVING THE LORD.

Remarks on Epistolary Writing.

133661

FIRST among the kinds of written discourse we have enumerated, Epistolary writing, or letters, which, if we may use the phrase, is the most national of them all. To write a letter is but one remove from holding a conversation with a person; and generally the subjects of a letter and our treatment of them are very much what we would say, and very much the manner we should use in saying it to the person were he present. After oratory, it approaches most nearly to a personal address.

Letter writing enters so largely into all the affairs of life, that it constitutes, by far, the greatest amount of written discourse.

There are as many kinds of letters as there are forms of association, or relation, domestic, social, civic or official; and each peculiar circumstance will dictate the character and manner of the letter. Thus in letters of business, or official letters, the design of the writer is to express himself firmly, clearly and concisely; to introduce nothing foreign, or episodical to the subject; and, above all, to be brief, remembering that busy men have not time to read long letters.

All proper letters should be answered as soon as received. Attention to this caution would have saved many persons a great deal of discomfort, regret and loss. Although no part of rhetoric, the caution will be pardoned on account of its practical use; and, indeed, the rhetorical character of the answer depends somewhat upon the freshness of the impression made by the letter upon the mind, and this freshness is entirely lost by delay.

II.

All letters should be carefully written. A habit is not uncommon among men who write carefully on all other subjects of slighting their letters; of making the subject matter unintelligible and slovenly; of neglecting the date and address; of putting no punctuation marks except dashes, which mean nothing; and of writing in a hand almost or quite illegible. All this is wrong, and can very easily be avoided.

III.

Say exactly what you mean without circumlocution or affectation. Many persons write letters as though they were writing a novel or a history; pitching them in too high a key for the occasion and subject. Such are the sentimental letters, written in the romantic periods of life, which have a fanciful rather than real influence.

But, it is evident, the *form* of a letter may be used to present any subject to the public.

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CATHOLIC CHILD'S

Sometimes such a communication is addressed to the editor of a newspaper, sometimes to the public in pamphlet form, and sometimes to some scientific body; but, besides the mere form, these have nothing of the letter about them, and might as well be put in the shape of

essays or disquisitions.

Of this nature also are military or naval despatches, the design of which is to describe the movements of an army corps or a fleet of ships; but which are addressed to the secretary of war or the navy. Candidates for public office address their peculiar views to the public, also in letter form. By means of the letters of great men, and particularly of men great in literature, published after their death, we are enabled to see them as they really were, as they could have had no expectation of being presented to the world. Thus letters constitute the best material for biography and are in themselves the best portrait of the writer, giving us the exact traits of character which the biographer might overlook, or fail faithfully to transfer; but which the writer himself has uttered, "out of the fullness of the heart."

The letters of Cowper, witty, poetical, tender, but very sad at times, are such a faithful index to his pure but unhappy life. Those of Sterne show us his easy, careless, and unclerical career, more fully than his works or his autobiography. Indeed, the characters of most great men have been portrayed most faithfully by means of their letters. Among the most charming letters are those of Madame de Sevigne. The letter form is often used

IV.

COMMERCIAL LETTERS-We should give orders briefly and minutely. In returning goods we should politely state our reasons.

V.

If a letter is worth writing, it is worth writing carefully. Do not affect a learned style.

VI.

Never cross your letters. Write in the spirit of cheerfulness. Use quotations sparingly.

VII.

When writing imagine your friend present and write accordingly.

VIII.

Letter writing affords a fine opportunity for the display of originality. In your letter be yourself.

IX.

Let the language of your letter show purity of heart.

X.

Contractions and abbreviations in letters are not in good taste.

Contractions and abbreviations in letters are not in good taste.

LETTER WRITER.

XI.

Your intellect and moral worth is seen in your letters. Think before you write, and think while you are writing.

XII.

Underlining is not desirable. Writing should be plain and intelligible. Write your signature in a plain, bold hand.

XIII.

Never write an anonymous letter. Never answer one. Nothing but silent contempt should meet such cowardly, underhand epistles.

XIV.

Date every letter clearly and carefully. It is often of the utmost importance to know when a letter was written.

XV.

It is not possible for too much attention to be paid to the details of letter writing. Do not repeat the words "but" and "and" too often.

XVI.

To neglect answering a letter is as uncivil as not to reply when spoken to. Acknowledge receipt of letter and date, then attend to particular points therein.

XVII.

Would you blush to see your letter in print? Do not send it. Business letters should be promptly answered.

CATHOLIC CHILD'S

XVIII.

Come at once to your subject, and state it so plainly that your meaning need not be guessed.

XIX.

Letters of Friendship:—Come from the heart and are full of delight and charms. Letters of friendship are kind, tender, diffuse and gossiping. They should be the kind referred to by Cowper, when he says he likes talking letters. Letters of a high civic or official character, such as those that pass between embassadors or ministers of state, should be formal, grave and particularly courteous.

The commonest fault of letters of friendship is egotism. This cannot but be distasteful to the person addressed, no matter how great his interest in the writer. A friend, of course, expects from his correspondent some personal intelligence, but he looks for other matter along with it. In like manner, we should avoid filling a letter with details relating to parties with whom the person addressed is unacquainted.

KINDS OF PAPER TO USE.

Be particular to use a sheet appropriate in shape to the purpose for which it is employed. Paper is now manufactured of every size adapted to the wants of any article written. The names of the various kinds of paper in general use are legal-cap, bill-paper, foolscap, letterpaper, commercial-note, note-paper and billet. In the writing of all legal documents, such as wills, taking of testimony, articles of agreement, etc., legal-cap is generally used, characterized by a red line running from top to bottom of the sheet.

For bills, paper is commonly ruled expressly for the purpose, and generally bears the name and business advertisement of the person, using the same at the top.

When writing notes, orders, receipts, compositions, petitions, subscription headings, etc., foolscap paper is used.

For the ordinary friendship letter, or other long letter, it is best to use letter paper, which in size is four-fifths the length of foolscap.

The common business letter should be so brief as generally to require but one page of commercial note, which is somewhat narrower and shorter than letter paper.

Note and billet paper are the smallest sheets made, being suitable for notes of invitation, parent's excuses for children to teachers, and other written exercises that are very brief.

Letters of the Seventh Grade.

RULES FOR PUNCTUATION.

[CONTINUED FROM PART I.]

- 18. When two words are used alike, and have no connecting word, a comma should be placed between them. If more than two are thus used, a comma should be placed after each except the last.
- 19. If a word is repeated for emphasis it should be separated from the rest of the sentence by commas. When one word follows another meaning the same thing, the second word with the word belonging to it should be set off by commas.
- 20. The name of the person spoken to, with the words belonging to it.
- 21. When the exact words of another are used, they should be enclosed with quotation marks.
- 22. When you insert your own words within the words of another, they should be enclosed in brackets.
- 23. A long quotation should be preceded by a colon; a short, by a comma.
- 24. In a divided quotation the inserted words should be set off by commas.
 - 25. Proper nouns should begin with capitals.

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- 26. When words are used in pairs each couplet should be separated from the others by commas.
- 27. Parenthetical words and phrases should be separated from the rest of the sentence by commas.
- 28. Side titles should be followed by a period and a dash.
- 29. Personified nouns and proper adjectives should commence with capitals.
- 30. When a verb used in the former part of a sentence is omitted in the latter, its place should be filled by a comma.
- 31. In a formal enumeration of particulars the items should be preceded by a colon, and separated by semicolons. In informal, the items should be preceded by a semicolon and separated by commas. (An enumeration is considered formal when the words thus, following, there, etc., are used, or when the items are mentioned as first, second, etc.)
- 32. As, introducing an example, is preceded by a semicolon and followed by a comma. (See also viz., to-wit, namely, e.g., i. e., that is.)
- 33. When any of the above words are omitted, supply its place with a dash.
- 34. Participle, adjective, adverbial and parenthetical clauses should be separated from the rest of the sentence by commas, unless short or restrictive. Long clauses should be separated by commas. Several short clauses in succession should be separated by commas. Clauses containing commas should be separated by semicolons.

- 35. A noun in apposition and its modifiers should be separated from the rest of the sentence by commas.
- 36. A semicolon is placed between the members of a compound sentence unless very short, in which case the comma is used.
- 37. A logical subject ending with a verb or containing a comma should be followed by a comma.
- 38. This course in punctuation should be thoroughly reviewed by the pupils of the Eighth Grade, and the habit of punctuating all writing thoroughly established.
- 39. The pupil's knowledge of this subject may then be extended as the necessities of his language may require.

RULES FOR PUNCTUATION TAKEN FROM OTHER SOURCES.

In giving rules for punctuations we cannot hope to deal with all, or with nearly all, the cases that may arise in writing. Punctuation is intimately connected with style. As forms of thought are infinite in number, so are the modes of expression, and punctuation, adapting itself to these, is an instrument capable of manipulation in a thousand ways. We can, therefore, set forth only some typical cases, forming a body of examples to which a little reflection will suggest a variety both of applications and of exceptions.

How much should be put into a sentence is rather a matter of style than of punctuation. The tendency of modern literature is in favor of the short sentence.

1. As a rule, the full stop is not to be inserted till the sentence be grammatically complete. But some parts of

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the sentence necessary to make it grammatically complete, may be left for the reader to supply.

- 2. When a sentence is purposely left unfinished, the dash takes the place of the full stop.
- 3. A full stop is placed after most abbreviations, initial letters, and after ordinal numbers in Roman characters.
 - 4. The comma indicates a short pause in a sentence.
- 5. Where there is no danger of obscurity, the subject must not be separated from the predicate by any point.
- 6. When the subject is long a comma may be placed after it.
- 7. When the subject consists of several parts, e. g., of several nouns, a comma is placed after the last part.
- 8. Dependent clauses are generally separated from the rest of the sentence in which they occur. The usual point is the comma.

Exception 1. No point is needed if either the dependent clause or the principal clause are short.

Exception 2. No point is needed if there be a very close grammatical connection between the dependent clause and some word or words preceding it.

- 9. Words thrown in so as to interrupt slightly the flow of a sentence are marked off by commas.
- 10. Where two parts of a sentence have some words in common, which are not expressed for each of them, but are given only when the words in which they differ have been separately stated, the second part is marked off by commas.
 - 11. When words are common to two are more parts of

a sentence, and are expressed only in one part, a comma is often used to show that they are omitted in the other parts.

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- 12. Words placed, for the sake of emphasis, or of clearness, out of their natural position in the sentence, are often followed by a comma:
- 13. (a) The object is usually placed after the verb. When placed at the beginning of the sentence, it should be separated from the subject by a comma, unless the meaning would otherwise be perfectly clear and be readily seized.
- 14. (b) An adverbial phrase, that is a phrase used as an adverb, is usually placed after the verb; when it begins the sentence, a comma follows it unless it is very short.
- 15. (c) An adjective phrase, that is a phrase used as an adjective, is usually placed immediately after the word which it qualifies; when it appears in any other place, a comma is often usefully placed before it.
- 16. Adjective clauses and contracted adjective clauses are marked off by commas, if they are used parenthetically or co-ordinately; no point is used if they are used restrictively.

. Words in apposition are generally marked off by commas:

17. (a) And. Where "and" joins two single words, as a rule, no point is used. (b) When "and" joins the separate words of a series of three or more words, a comma is placed before it. (c) But where the different words are intended to be combined quickly, so as to present to the mind only one picture, they would be

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comma is placed before it. (c) But where the different words are intended to be combined quickly, so as to present to the mind only one picture, they would be

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spoken without any pause, and in writing must not be separated by any point. (d) Two of the words of the series may be more closely connected with one another than with the other words of the series, and are, therefore, not to be separated by any point. (e) When "and" occurs only between the two last words of the series, the comma is usually inserted before it.

- 18. (b) When "and" joins two phrases, a comma generally precedes it.
- 19. (c) When "and" joins two clauses, the preceding point may be the comma, the semicolon, or even the full stop.
- 20. Which point is right in any particular case, will depend upon considerations set out in other rules. Or, the rules for the conjunction "and" apply with little change to the conjunction "or," but there are one or two special points to note: (a) When "or" is preceded at no great distance by "either" or "whether," the two words should be separated by no point. (b) "Or" joining two alternatives takes no point before it; when it joins two words that are used, not as real alternatives, but as synonyms, a comma is inserted.
- 21. In cases where no point would be used before a conjunction, a comma is inserted if the conjunction be omitted.
- 22. Where a comma would be used if the conjunction was expressed, some stronger point may be used if it be omitted.
 - 23. A comma is placed after a noun or a pronoun in

the vocative case, if a mark of exclamation be not used, or be reserved till the first distinct pause in the sentence.

- 24. If a word be repeated in order to give it intensive force, a comma follows it each time that it occurs; but, in the case of an adjective repeated before a noun, not after the last expression of it.
- 25. The colon is used to indicate pauses more abrupt than those indicated by the semicolon.
- 26. The colon and the dash are used together where the quotation is introduced by formal words, such as the following:—" He spoke these words."
- 27. The colon may be placed after such words and phrases as the following, when used in marking a new stage in an argument:—" Again, further, to proceed, to sum up, to resume."
- 28. An unexpected turn of the thought may be marked by the dash. The dash is sometimes used instead of brackets before and after a parenthesis. The dash is sometimes used instead of the colon, where the word "namely" is implied, but is not expressed.
- 29. The dash is used in rhetorical repetition; for instance, where one part of the sentence, such as the subject, is repeated at intervals throughout the sentence, and the rest of the sentence is kept suspended.
- 30. A word that is not classical English, or is used in a sense in which it is not classical English, is either enclosed within inverted commas or italicized.
 - 31. Foreign words are always italicized.

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FORMS OF ADDRESS.

[TO THE POPE.]

(1.) To our Most Holy Father, Pope Leo the Thirteenth (or Pope Leo XIII.)

(2.) Most Holy Father.

[TO A CARDINAL.]

(1.) To His Eminence, Cardinal B---.

(2.) To His Eminence, the Most Reverend Cardinal B.

I have the honor to remain,

Most Eminent Sir,

With profound respect, Your obed't and humble serv't,

A----- B------.

[To An Archbishop.]

(1.) Most Reverend Archbishop B- . (or)

(2.) Most Reverend A --- B --- , Archbishop of --- .

I have the honor to be,

Most Reverend Archbishop, (Or, Most Reverend and Dear Sir,)

Your obedient servant,

A-- B--

[To A BISHOP.]

(1.) Right Reverend Bishop B-, (or)

(2.) Right Reverend A----- B------, Bishop of-----

I have the honor to remain,

Right Reverend Sir,

Your obedient servant,

A---- B-----.

[TO A MITRED ABBOT.]

(1.) Right Reverend Abbot B—— (name of abbey Postoffice, County, State. Or)

(2.) Right Reverend A. B. (initials of order), Abbot of ———.

I remain

Right Reverend Sir,

Your obedient Servant,

A---- B----- (or)

(3.) Begging your blessing, Right Reverend and dear Father,

Your dutiful son,

A--- B----.

[TO AN ADMINISTRATOR OF A VACANT SEE.]

(a 1.) Very Reverend A—— B——— (with initials of office). Or,

2. Very Reverend Father A-B-,

Administrator of -

(b) Very Reverend Sir.

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[TO A VICAR GENERAL.]

- (a 1.) Very Reverend A—— B——— (with initials of office). Or,
 - 2. Very Reverend Vicar General B- Or,
 - 3. Very Reverend A-B-.
- (b 1.) Very Reverend and Dear Sir.
 - 2. Very Reverend Sir. Or,
 - My Dear Vicar General (only if the writer belongs to the diocese). Or simply,
 - 4. Dear Sir.

[To the Rector of a Religious House, Provincial of an Order or a Pror.]

(a 1.) Very Reverend Father A—— B——— (initials of order). Rector (or Prior) of (name of House).
 Or, Provincial of (name of order, or, better, of the members of the Order taken collectively).

[To Doctors of Divinity, D. D., or of Laws, LL. D.]

- (a 1.) Reverend A----, D. D. (or LL. D.)
 - 2. Reverend Dr. A-B-

[To A PRIEST SIMPLY.]

- (a 1.) Reverend A-B---. Or,
 - 2. Reverend Father A --- B --- Or,
 - 3. Reverend Father B

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- (b 1.) Reverend Sir. Or,
 - 2. Reverend and Dear Sir. Or,
 - 3. Reverend Doctor.

[TO THE SUPERIOR OF A RELIGIOUS ORDER OF WOMEN.]

- (a 1.) Mother (name in religion, e. g., Elizabeth). Or,
 - Mother (name in religion, unless she preserves, as in some orders, her family name); Superior of, e. g., (Sisters of Charity.)

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ABBREVIATIONS.

Abp. Archbishop. Abr. Abridged. Af. Africa. Ala. Alabama. Alex. Alexander. Alf. Alfred. A. M. Master of Arts, and Be- Hhd. Hogshead. fore Noon. Apr. April. Ark. Arkansas. As. Arsenic. Astronomy. Atty. Attorney. Aug. August. C. H. Court House. Ch. Church. Chapter. Cl. Clergyman. Clerk. C. O. D. Cash on Delivery. Coll. College. Cr. Credit. Den. Denmark. Dept. Department. D. G. Thanks be to God. D. T. Dakota Territory. E. East. Ea. Each. Ecclus. Ecclesiasticus. Edm. Edmund. Edw. Edward. E'er. Ever. Egypt. Egyptian. E. I. East Indies. Eliz. Elizabeth. E. Lon. East Longitude. Ency. Encyclopedia. E. N E. East, North, East. Eng. England. E. S E. East, South, East. Fla. Florida. Fahr. Fahrenheit. Feb. February. Fol. Folio.

Fr. France. G. P. O. General Post Office. Gram. Grammar. H. B. M. His (or Her) Britanic Majesty. Hdkf. Handkerchief. H. J. S. Here lies buried. H. M. S. His (or Her) Majesty's Ship. H. R. I. P. Here rests in Peace. I. H. S. Jesus Saviour of Men. Ill. Illinois. Incog. (Incognito). Unknown. I. N. R. I. Jesus of Nazareth, King of the Jews. Ia. Iowa. I. O. U. I owe you. Jam. Jamaica. Jan. January. Jas James. J. H. S. Jesus Saviour of Men. J. P. Justice of the Peace. J. Prob. Judge of Probate. Kan. Kansas L. I. Long Island. Lieut. Gov. Lieutenant Governor. L. L. I. Lord Lieutenant of Ireland La. Louisiana. M. C. Member of Congress. Mo. Missouri. Mon. Monday. M. P. Member of Parliament. Municipal Police. M. P. C. Member of Parliament in Canada. M. P. P. Member of the Provincial Parliament. MSS. Manuscripts. Mts. Mountains.

ABBREVIATIONS.

A. A. G. Assistant Adj. Gen. Insp. Gen. Inspector General. A. C. G. S. Assistant C. G. S. Int. Interpreter. Adj. Gen. Adjutant General. J. A. Judge Advocate. Adm. or Adml. Admiral. A. Eng. Assistant Engineer. Agt. Agent. A. I. G. Assistant Insp. Gen. 1st Lieut. First Lieutenant. A. Q. M. Assistant Ortmastr. Lt. Col. Lieutenant Colonel. C. Consul. C. A. Commercial Agent. Cadet. Eng. Cadent Engineer Mas. Master. Capt. Captain. C. C. Consular Clerk. C. G. Consul General. Subsistance. tion. Chf. E. Chief of Engineers. Chf. Med. Pur. Chief Medical Nav. Con. Naval Constructor Purveyor. Chf. Ord. Chief of Ordnance. Col. Colonel. Com. Commander. Comdt. Commandant. Commo. Commodore. Con. Agt. Consular Agent. C S. Commissary of Sub'nce. P. M. Paymaster. D. C. Deputy Consul. E. E. & M. P. Envoy Extraor- R. Admi. Rear Admiral. dinary and Minister Plenipo- Rt. Rev. Right Reverend. tentiary. Eng. - in - Chf. Engineer - in - Surg. Surgeon. Chief. En. Ensign. Gen. General.

J. A.G. Judge Advocate General. Lieut. Lieutenant. A. P. M. Assistant Paym'ter. 2d Lieut. Second Lieutenant. Ass'. Surg. Assistant Surgeon. Lt. Com. Lieutenant Com'er. Brig. Gen. Brigadier General. Lt. Gen. Lieutenant General. Moj. Gen. Major General. Mar. Marshal. Med. Dr. Medical Director. Med. I sp. Medical Inspector. Mid. Midshipman. C. G. S. Commissary Gen. of Min. Pun. Minister Plenipotentiary. Chap. Chaplain.

Chf. Con. Chief of Construc

Min. Res. Minister Resident.

M. R. & C. G. Minister Resident and Consul General. Nav. Navigator. P. A. P. M. Passed Assistant Paymaster. P. A. Surg. Passed Assistant Surgeon. Pay. Dir. Pay Director. Pay. Insp Pay Inspector. P. L. Port Laureate (Eng). C. S. O. Chief Signal Officer. P. M. G. Paymaster General. Q. M. G. Quartermaster Gen. Sec. Leg. Sec'tary of Legation. Surg. Gen. Surgeon General. V. Adml. Vice Admiral. V. C. G. Vice Consul General.